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ABSTRACT

This document provides an overview of programs and activities in adult and secondary education, along with statistical data about adult education efforts in the United States. The first part of the document presents seven short sections about council functions and programs in adult education. Included in these sections is the following information: council response to the proposed Adult Education Consolidation Bill; council's functions; descriptions of outstanding programs and professionals throughout the country; the council at work; a historical overview of the Adult Education Act, 1966-1981; a summary of major revisions in the Adult Education Act, 1966-1981; and a list of state directors of adult education. The second part of the report contains 13 tables that present statistical data on the following topics: state allotments for adult basic education; state expenditures; 1981 level of effort in relation to need; number of organizations providing English (second language) or bilingual education; full-time employees in adult basic and secondary education; part-time employees in adult basic and secondary education; race/ethnic group of participants in functional levels 1 and 2 by state; sex and age of participants in basic and secondary programs; number of participants upon entry into program by state; achievements of program participants; and number of participants leaving the program and their reasons. (KC)

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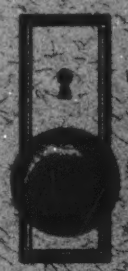
OPENING DOORS FOR SUCCESS



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FY-1983 Annual Report
to the
President of the United States

National Advisory Council
on Adult Education

CE 041 807

BEST COPY

Dear Mr. President:

On behalf of the members of the National Advisory Council on Adult Education, I am pleased to transmit to you, under provisions of the Adult Education Act, the Council's 1983 Annual Report.

The report contains data relating to the clients served, and statistics reflecting the status of the Federal, state and local partnership programs.

Since the program's origin in 1964, there has been a significant effort on the part of the Federal government to address the problems of adult illiteracy. Through these outreach programs, millions of adults have upgraded their educational competencies and improved their ability to obtain employment or sustain their position in the marketplace.

The Council is presently examining various alternatives and recommendations, which we will submit to you and Secretary Bell, concerning the reauthorization of the Adult Education Act which is scheduled for congressional review in 1984.

The Council would welcome an opportunity to discuss with you the thrusts for current and future adult learning opportunities.

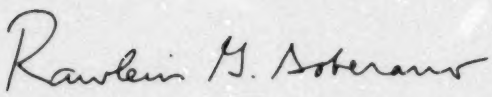
Respectfully submitted,

Rawlein G. Soberano

Rawlein G. Soberano
Chairman

The President
The White House
Washington, D.C.

Presidential Appointees to the National



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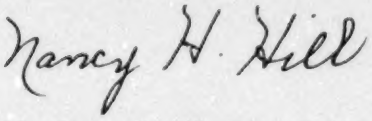

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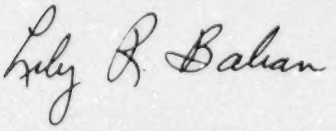

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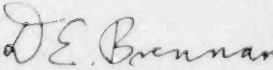

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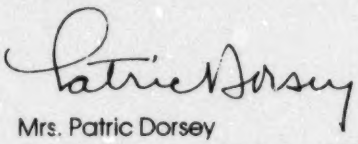

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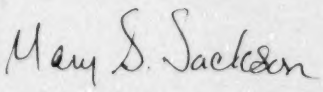

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Advisory Council on Adult Education

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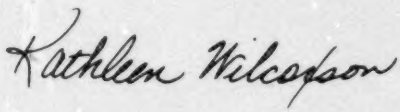

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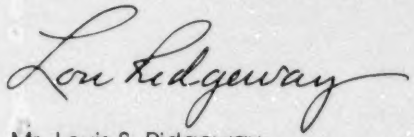

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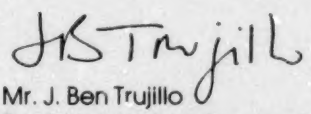

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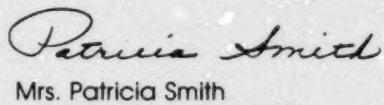

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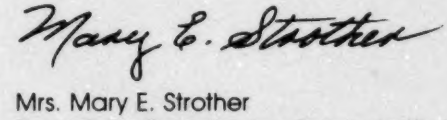

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OPENING DOORS

FOR SUCCESS

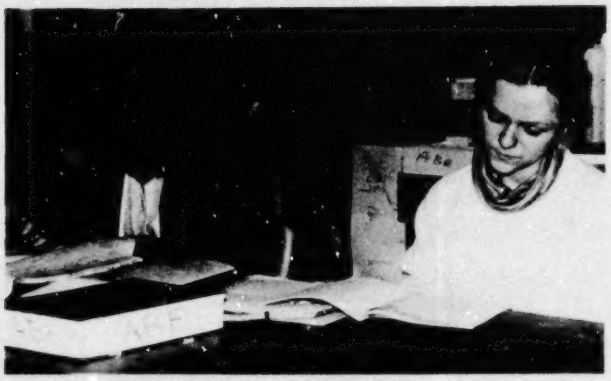


Table of Contents

Council Responds to Consolidation Bill 2

Council's Functions 3

Outstanding Programs and Professionals 5

- Crusading for Literacy 6
- Mary Holter 7
- Watts Reaches Out 8
- Sister Cecilia Linenbrink 9
- West Virginia's Reading Team 10
- Eva Warner 11
- San Diego Program Redesigned To Meet Student Goals 12
- Treasure Isle 13
- Raise-ing Self-Confidence of Disabled Adults 14
- Nashua Center Strives for Student Success 16
- Fort Hayes Serves Refugees 17
- Wichita Educators Work Together 18
- Glenna Williams 19

The Council at Work 20

- Meeting Sites & Dates 20
- Council Committees 20
- Council Activities 21
- Program Visitations and Association Meetings 22

The Adult Education Act, An Historical Overview 24

Summary of Major Revivions in the Adult Education Act, 1966–1981 25

State Directors of Adult Education 28

Statistical Data 33

- Table 1: FY 1965–1985 State Allotments, Adult Basic Education 34
- Table 2: Estimated Expenditures – Fiscal Year 1981 – State-Administered Program Adult Education Act, Pub. L. 91–230, Amended 36
- Table 3: 1981 Level of Effort (Based on Number Served) in Relation to Total Need, by State 37
- Table 4: Number of Agencies, Institutions, and Organizations Used to Provide Adult Education and Support Services, FY 1981 38
- Table 5: Number of Agencies, Institutions, and Organizations Providing ESL or Bilingual Education, FY 1981 39
- Table 6: Full-Time Employees in Adult Basic and Secondary Education, by State and Outlying Areas, FY 1981 40
- Table 7: Part-Time Employees in Adult Basic and Secondary Education, by State and Outlying Areas, FY 1981 41
- Table 8: Race/Ethnic Group of Participants in Functional Level I by State, FY 1981 42
- Table 9: Race/Ethic Group of Participants in Functional Level II by State, FY 1981 43
- Table 10: Sex and Age of Participants in Basic and Secondary Program, FY 1981 44
- Table 11: Number of Participants Upon Entry Into Program by State, FY 1981 45
- Table 12: Achievements of Program Participants – Educational, Societal, Economic, by State, FY 1981 46
- Table 13: Number of Participants Leaving the Program and Their Reasons, FY 1981 49

COUNCIL RESPONDS TO CONSOLIDATION BILL

One of the major duties and responsibilities of the members of the Council during the year October 1, 1982, to September 30, 1983, was preparing a response to the proposed Adult and Vocational Education Consolidation Bill, S. 2325, submitted by Senator Orin Hatch, (Republican Utah).

The Governmental Relations and Legislation Committee of the Council studied the more than 200 survey responses from state directors, public officials, adult education professionals, and recipients of adult education regarding their views of the Consolidation Bill. Additionally, Council members met with state directors and other educators within their regions to discuss major problems, solicit their opinions and their recommendations regarding the bill.

The committee held special meetings to prepare recommended amendments to the Consolidation Bill that would overcome the apparent deficiencies in the bill.

Although the Council voted to support the concept of consolidation, such support was subject to the strict parameters detailed in the report submitted February 7, 1983, to the President, the appropriate committees within Congress and the Secretary of Education. The Council's support of the concept of consolidation was in no way intended as an endorsement of Senate Bill 2325.

Adult Education Act Reauthorization Hearings

Boston
October 6, 1983

Department of Education
John W. McCormack Post Office & Court House Building
Room 606
Post Office Square

Regional Rep.: Bayard Waring

San Francisco
October 14, 1983

Department of Education
50 United Nations Plaza
Room 406

Regional Rep.: Eugene Gonzales

Chicago
October 21, 1983

Department of Education
300 South Wacker Drive
35th Floor

Regional Rep.: Harold Wright

Atlanta
November 4, 1983

Department of Education
101 Marietta Tower Building
Room 2221

Regional Rep.: Ted Freeman

Dallas
November 7, 1983

Department of Education
1200 Main Tower Building
Room 1130

Regional Rep.: Wayne Thoburn

Denver
November 8, 1983

Department of Education
Federal Office Building
1961 Stout Street
Room 244

Regional Rep.: Tom Tancredo

Seattle
November 10, 1983

Department of Education
3rd & Broad Building
2901 3rd Avenue

Regional Rep.: George Hood

Washington, D.C.
November 14, 1983

Hotel Washington
Assembly Room
15th & Pennsylvania Avenue, N.W.

Philadelphia
December 1, 1983

Franklin Plaza Hotel
2 Franklin Plaza
Room: Seminar D

Regional Rep.: Joseph Ambrosino

The Council's suggested amendments were intended to provide distinct purposes for both programs within a specific funding formula designed to maintain the separate identity and vitality of each program. In particular, heavy emphasis was placed on strengthening the ability of state and local systems of adult education to provide programs that would accomplish the following purposes.

1. Enable adults to acquire the basic academic skills necessary to function in society and/or to continue their education or training through the eighth grade.
2. Enable adults to continue their education to the level of completion of secondary school in order to enhance their employability, productivity, and ability to meet their adult responsibilities.
3. Provide equal educational opportunity for adult students, who have special needs including the educationally disadvantaged, the handicapped and those with limited English proficiency.

Additionally, the Council, in response to numerous requests from state directors and other professionals in the field, recommended uniform procedures for reporting basic information in order to provide comparative data for program evaluation.

Although consolidation was not affected, the Council believes that its recommendations (equal status for both programs, standardization of the data base, and a fair funding formula) overcame the obvious deficiencies of S. 2325, and could have provided substantial economies and efficient delivery of services for both programs.

COUNCIL'S FUNCTIONS

The National Advisory Council on Adult Education was established by Congress in 1970, P.L. 91-230, and extended by the Education Amendments of 1978, P.L. 95-561. Its members are appointed by the President.

The Council advises the President, the Congress, and Secretary of Education in the preparation of general regulations and with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of state plans under section 306 of this Act and policies to eliminate duplication, and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services.

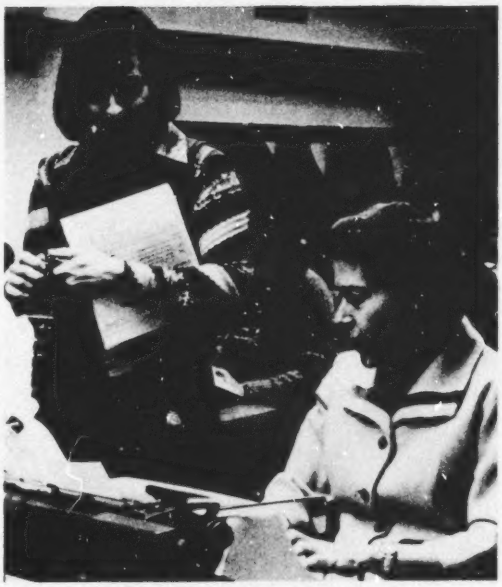
The Council reviews the administration and effectiveness of programs under this Act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this Act and in other Federal laws relating to adult education activities and services). The President transmits each such report to the Congress together with his comments and recommendations.

Rick Ventura

Rick Ventura
Executive Director

OPENING DOORS FOR SUCCESS

OUTSTANDING PROGRAMS & PROFESSIONALS



The National Advisory Council on Adult Education is pleased to recognize several programs and professionals in adult basic education whom Council members visited this year. They are representative of a great many outstanding programs and educators throughout the country who have demonstrated commitment, dedication, and imaginative use of resources and volunteers in meeting the needs of adult learners. In the future the Council will continue to devote a portion of its annual report to the recognition of worthy programs and professionals.

CRUSADING FOR LITERACY

The staff of the Jefferson County Adult Reading Program (JCARP) is conducting a crusade for literacy and over the past five years they've taught 3,000 people older than 16 to read while retaining 78 per cent of entering students. Their students have accomplished unusually high reading gains.

Sharon Darling, who heads the program, is largely responsible for the program's innovativeness and success. Frustrated by the lack of success of previous literacy programs, she submitted a proposal to the Kentucky State Department of Education to research the problems and demonstrate a better method. She found that nearly one-third of Kentucky adults had completed no more than eight years of school and about half had not completed high school. In Jefferson County, it was estimated that 30,000 adults could read neither the labels on cans nor instructions for a job.

Armed with this information and a $57,000 grant from the Kentucky Department of Education under Section 310 of the Adult Education Act, she began to design a program. The target was adults that tested below the sixth grade in reading. The 293 students in the pilot during the 1978–79 school year were all reading below the fourth-grade level.

The impact of the program is based on its recruitment techniques, ability to attract volunteers, staff preparation and its instructional design. Much of the recruitment is word-of-mouth from current students, their friends and relatives. The media and community organizations are also used.

Staff training focuses on the critical counseling involved in the staff-student relationship, including the psychology of disadvantaged adults as well as teaching methods. The program has attracted about 16 volunteers for every paid staff member, including VISTA volunteers.

The instructional design stresses the acquisition of basic reading skills and individual life needs. Classes are flexible enough to meet any work schedule. Teachers also visit students in their homes. Each student has an individualized instructional plan based on the skills he or she already has. Teachers are trained to create support networks and they encourage students to stay in close touch with each other outside the class.

Approximately 900 adults are currently enrolled. In 1982 the personal achievement of JCARP students were impressive:

- 24 per cent voted for the first time
- 12 per cent obtained a job
- 7 per cent obtained a better job
- 13 per cent entered another educational program
- 5 per cent obtained a driver's license for the first time

These results have helped to generate public support for the program. In some instances, private employers work directly with the program. One company, for example, paid for adult basic

education for illiterate employees about to be affected by a plant relocation.

The program was recognized as an exemplary one in September 1982 by the Joint Dissemination and Review Panel of the U.S. Office of Education. In June 1983 the JCARP was approved for funding through the National Diffusion Network. It has already been replicated in over 130 counties in Kentucky, Tennessee and Ohio. Staff members are continuing their literacy crusade by training others to become literacy coordinators and trainers of volunteers.

Mary P. Holter

Mary Holter Removes Educational Barriers

Mary Holter wants to make a significant difference in educating adults. As teacher-in-charge of the Cincinnati (Ohio) Correctional Institute (CCI) Education Program, she's currently removing educational barriers for inmates of the Hamilton County Community Correctional Institution.

Mary has set up and taught classes in a variety of adult learning situations, including a drug rehabilitation center, a mental hospital, public library, evening classes and county jail. She has worked as an ABE satellite counselor, providing educational counseling and testing to students in adult classes at sites without special services.

She is well qualified for her position at CCI, a role she has held for the past five years. She has a bachelor's degree from Saint Mary of the Woods College and a master's degree from Ohio State University. She has completed additional graduate study and is certified in such areas as administration, supervision, counseling and data processing.

Her program at CCI offers a full range of educational services to inmates, including extensive diagnostic testing, educational planning and counseling, and on-site classroom instruction. Since 1978 the number of inmates participating in the program has increased by 130 per cent, which Mary attributes to a conscious effort to keep up with the changing and growing educational needs of the inmate population. She has incorporated into the program the complete range of high school diploma courses, on-site GED and college testing, and hands-on vocational aptitude testing.

Along with her staff of 12 dedicated professionals, Mary derives much professional satisfaction from the educational successes of the inmates. One of her goals for the CCI Educational Program is to use computer technology to teach developmental skills such as problem solving, logical thinking and technological understanding. She also hopes to expand community awareness of the program by involving more agencies in the successful re-integration of ex-inmate students into the community.

Mary plans to continue in adult education. She believes that developing and providing realistic and effective educational and vocational services for adults is one way to ensure that her professional endeavors will make a difference.

WATTS REACHES OUT

Attracting adults in need of basic education skills was the goal of the Watts Outreach Program in Los Angeles. The result was an innovative recruitment program and integration of job development skills into the curriculum of the Watts Adult Basic Education Center.

Census figures and other statistics demonstrated the need within the black community for the Watts Outreach Program. According to the 1972 U.S. Bureau of Census, the percentage of blacks with less than five years of schooling was 15 per cent while the total population was 5 per cent. The percentage of blacks unemployed in urban poverty areas was 1-1/2 times the white population. Moreover, in the Los Angeles/Long Beach metropolitan areas, the median family income for blacks was $7,573 as compared to $10,972 for all other families. Individuals living in the Watts area and agencies serving this community needed to be made more aware of the existing educational opportunities available to them.

The Watts program used a variety of outreach techniques. Some made use of the mass media; others relied on interpersonal communications. Spot radio and television announcements, direct-mail flyers, bulletin board announcements in churches, bus bench advertising and T-shirts were used to create awareness. The staff and volunteers also conducted door-to-door canvassing and attended staff meetings of social service and employment agencies. Close ties were developed with elementary and secondary schools in the community and information booths were set up on important days at shopping malls and the Employment Development Department.

To increase the total enrollment at the Watts Adult Basic Education Center and reduce the number of students dropping out of the program, the staff emphasized job skills in all aspects of the curriculum. They provided direct contact with counselors from various businesses to help students see the relationship between classroom activities and the world of work. In many cases where students' skills and abilities matched job

Sister Cecilia Linenbrink

requirements, the staff arranged for job interviews.

Recognizing students' accomplishments was also a key to the success of the outreach program. Each year city officials and other dignitaries and celebrities continue to join the staff for a student recognition breakfast to demonstrate the pride which the community takes in the students' progress.

The Watts Outreach Program was successful for many reasons. One primary factor was caring staff members who through their understanding of their students' problems insisted that nothing less than their best would be accepted.

Sister Linenbrink Tutors Denver's Adults

Approximately 1,500 adults, mostly poor, in Denver have a place to learn, thanks to the work of Cecilia Linenbrink, a Maycrest Franciscan Nun, and 300 volunteers. Sister Cecilia started her program, the Adult Education Tutorial Program, about 19 years ago. Tutoring is conducted during the day and evening in classrooms located in six church basements.

The majority of the program's students pay no tuition. About one-third of the students study for equivalency diplomas. The remainder learn English or take adult basic education and career development classes.

Many of the program's tutors are retired professionals who provide students with academic preparation and lots of encouragement. Sister Cecilia's staff consists of six workers who do everything from designing curriculum to presiding over the church-basement learning center.

Sister Cecilia keeps a watchful eye over the program she founded in 1964 while looking to the future. Her educational experience spans from elementary and secondary education to the college and adult education level. These teaching, administration and community experiences have put her at home with a variety of people. . .from core city residents of differing ethnic backgrounds to college and adult education colleagues, and even more broadly, to the corporate and foundation world.

She is a master of fundraising. She raises about $225,000 per year in state money and corporate gifts to pay for books and staff salaries. She also receives some federal funds to support the English-as-a-Second-Language program.

Active in professional organizations, she is the president of the Mountain Plains Adult Education Association and a member of AAACE and the Minoru Yasui Community Volunteer Awards Committee. She is a strong advocate for adult education programs and has testified before Congressional committees to address Adult Basic Education needs.

Sister Cecilia believes the biggest challenge for professionals in adult education is determining what direction programs should take as we enter the age of high technology and computers. She is concerned about the impact of advanced technological developments on low-income adults, who are often the last to learn relevant skills.

WEST VIRGINIA'S READING TEAM

Professional staff and a corps of volunteers are working together in West Virginia to make instruction in basic skills more readily available to adults.

In 1980 Linda Andresen, learning center coordinator of the Garnet Career and Learning Center in Charleston, West Virginia, developed a proposal to extend Adult Basic Education (ABE) services to the non-reader through volunteer efforts. She sought funding of the program through 310 grant monies designated for special projects. The plan called for professional ABE staff members to initiate and support local affiliates of Literacy Volunteers of American, Inc. (LVA), a national volunteer organization.

LVA, a nonprofit organization headquartered in Syracuse, New York, trains volunteers to teach functionally illiterate adults how to read and to teach new Americans how to speak English. Teaching is done on a one-to-one basis and training programs are conducted through community-based LVA organizations. LVA has more than 8,000 volunteer tutors working with over 13,000 adult students through 130 programs in 25 states and three provinces of Canada.

The match was perfect. Both the West Virginia ABE program and LVA were designed to meet the needs of adults in basic reading and English as a Second Language (ESL). LVA was also selected because its teaching techniques used a variety of methods, rather than depending on one technique.

Once the LVA affiliate has been organized, ABE professional staff members generally volunteer their time after work hours to provide assistance.

LVA tutors are requested to attend an 18-hour training workshop and one inservice session during each tutoring year. They are also asked to make a commitment to work with a student with whom they are matched for at least one year.

In Kanawha County and other counties in the state ABE professionals have conducted workshops for tutors in basic reading and ESL. Other inservice sessions have covered such areas as creative tutoring techniques and learning disabilities in adults.

The ABE professionals serve a meaningful support system for tutors and students. In Kanawha County they also coordinate a local LVA office and serve on the board of directors of Literacy Volunteers of West Virginia and Kanawha County. At the Garnet Career Center the ABE staff has trained approximately 75 tutors who have served 85 students in the past two years.

The LVA program in West Virginia is expanding rapidly. There are now a total of 12 provisional to full affiliates which serve approximately 16 of 55 counties. Local affiliates are co-supported by a variety of community groups that share ABE's concern for adult literacy. The Altrusa Club of Charleston, for example, has worked in cooperation with ABE and is one of the major financial supporters of the program.

ABE staff in West Virginia believe the key to the effectiveness of volunteerism in adult education is the involvement of trained professionals. The support of professionals, who lend their academic and financial expertise, is essential to a stable, on-going volunteer program.

Eva Warner Makes Life Richer

Eva Warner seems to have been born to teach. At age 4 her first students were a doll and several sticks of wood.

She has never stopped teaching.

Today she is supervisor of the Adult Basic Education (ABE) program for three counties in the mountainous northeast corner of Vermont known as the Northeast Kingdom. During the intervening 30 years or so, starting at age 17, she was an elementary school teacher.

Recognizing that all children do not learn at the same pace, she developed individualized learning programs in reading, social studies, math and spelling. While teaching youngsters, she became interested in instructing adults and through a modest grant looked for ways to help undereducated adults.

"I went strictly by instinct in those early days," she laughs, recalling that she felt a bit weak in the knees as she stood before her first class of adults and wondered what to do with them.

Her instincts served her well and Adult Basic Education grew rapidly. She was a pioneer in developing basic education programs for adults and she has always looked ahead.

Eva started with a center with two classrooms in Newport in 1969. She now has 12 rooms, two added recently to house a computer center and video library. She also coordinates adult classes at minicenters in several towns.

Early in her new work, Eva wanted to reach those who were housebound and originated the home tutor program in Vermont. Through her "Education in Kitchens" plan, she trained community aides to work with adults in their homes.

"I had to climb over rubble and car engines and all sorts of things to get to that first house," she recalls. "The yard was really a shambles, but next to the front step was a lovely stand of flowers. I've never forgotten that."

Today, her program has 14 fulltime tutors. She credits the success of the program, which reaches over 1,400 adults each year, on these home tutors.

Eva is an articulate advocate for the cause of adult education. Each year she travels to the state legislature to seek funding for her program and others. With arms full of reports she documents the success of her ABE program for legislature, many of whom she knows on a first-name basis. She also serves on the Governor's Advisory Council on Adult Education.

The Newport center is open five weekdays, three nights and all day Saturday. Eva's there most of the time.

The ABE program is a careful blend of traditional down-to-earth teaching and new technology. Computer-assisted instruction has been part of the center's program since 1983 and computers have been incorporated into the home tutoring program.

Many have praised Eva for her work in adult education. Lloyd "Pete" Kelley, former Vermont Commissioner of Education, credits the success of adult basic education in the northeast part of the state on Eva's compassion for others, drive and determination. "She's the most selfless person I know," he adds.

Sandra Robinson, Vermont's chief of Adult Education, believes Eva epitomizes the sense of pride and genuine concern for individual circumstances that is so much part of the territory she serves. "She is a rare mix of political savvy, tenacious advocacy and long experience in the teaching profession."

Governor Richard Snelling values Eva's observations and respects the work she has done with Vermonters. "She has given me the kind of hard-headed, yet human advice which a governor needs in order to function."

Of her work and purpose, Eva says, "My one aim and pleasure is to meet someone who needs my help. I want to be able to make his or her life a little richer and more pleasant."

SAN DIEGO PROGRAM REDESIGNED TO MEET

The continuing education program at the San Diego Community College District has changed dramatically over the past four years as staff members have found better ways to meet the educational needs of their students.

Prior to 1980, students were placed in classes based solely on their proficiency in English or basic skills. Instruction, for the most part, was general with an emphasis on the basics. But the influx of refugee students from Vietnam, Laos and Cambodia called for a reassessment of the program.

Many of these students were not literate in their native language or English and many needed employment to support themselves and their families in as short a time as possible. Most were below poverty level and did not have occupational skills which were transferable to the local labor market.

The staff concluded that students' goals would be better realized if instruction were more carefully focused. They redesigned the program to satisfy three primary needs of their students. The program was strengthened to help students function effectively in urban America and succeed in vocational skills training or employment. A third objective was to assist students in continuing their education in a high school diploma program or entering a community college or university.

As a result of the restructuring, students are now placed in English-as-a-Second-Language (ESL) classes not only on the basis of their level of English proficiency, but also based on an evaluation of their educational backgrounds, needs and goals. Within this new program design, specific classes are offered which focus on life-skill competencies in the context of basic literacy, general survival and pre-vocational, vocational or academic ESL.

Staff members individualize programs for students in the Adult Basic Education (ABE) program based on an evaluation of their competency in basic and life skills and their personal goals and objectives. The ABE and ESL programs feed directly into the competency-based high school diploma or GED program.

ABE and ESL classes now comprise 50 to 55 per cent of the San Diego program. Students may enter at any time of the year and progress at their own rate. For many, the typical class schedule varies from three to six hours per day, five days a week. Students may also enroll in an independent learning center which provides greater flexibility in scheduling.

A determination of how well these students have done in achieving competency in these programs has been made possible through the development and implementation of the California Adult Student Assessment System (CASAS), a project funded under Section 310 of the

STUDENT GOALS

Adult Education Act and headquartered in the San Diego Community College District.

Enrollment of refugee students in the program has more than doubled in the past four years with total enrollment up by 50 per cent to 6,281. The number of classes has also doubled to a total of 235.

Students, instructors and ABE/ESL advisory committee members feel the new competency-based program has been effective in meeting the immediate needs of students and helping them gain vocational skills and employment opportunities. They believe students are becoming self-suffcient through a relevant, continuous instructional program.

TREASURE ISLE

This double-wide trailer is a good example of how the business community and educators can cooperate to promote adult education. The Treasure Isle Shrimp Company in Dover, Florida, purchased the trailer and found a location for it on company property. Treasure Isle also purchased an EDL Reading Lab. The county school system furnishes instructors for the school, open to adults most of the day and evenings from 5:30 to 8:30. Materials and books are purchased through 306 Funds. Approximately 450 students have received their GED through the program.

RAISE-ING SELF-CONFIDENCE OF DISABLED ADULTS

An Arizona Exemplary 310 Project is RAISE-ing students' sense of personal worth and self-confidence while developing their ability to attain self-sufficiency.

Established in 1980 to meet the basic educational needs of the disabled student, RAISE stands for Rehabilitative Adult Independent Skills Education. It is truly a unique project of the Pima County Adult Education Program that is filling a gap in the Tucson community's adult basic education services.

The program is aimed at mentally and/or physically disabled adults, including deaf, hard of hearing, blind, visually impaired, multiple handicapped and emotionally handicapped.

RAISE is an instructional model based on students reaching competency in the life skill areas of financial management, communications and language proficiencies, personal health proficiencies, social (work) proficiencies and pre-vocational proficiencies. Each knowledge area contains six related components with numerous teaching packets. The packets cover specific academic, daily living and work-related skills at varying levels.

The results of tests given to students after completing the RAISE materials have indicated that 92 per cent of the students made measurable progress directly affecting individual performance in daily life skills.

The initial concept of RAISE was developed and established under an Adult Education Act/Title III, Section 310 Demonstration Project. The project staff found a lack of adult-oriented teaching materials for educating the adult disabled. As a result, they developed the following:

- RAISE I Manual for educating Trainable Mentally Retarded (TMR) adults. The 143-page manual explains how to develop learning components and teaching packets as well as a bibliography of resources, course outline, pre- and post-tests, objectives, and the suggested sequence for presenting materials.
- Five sets of slides to supplement the RAISE I curriculum for TMR adults.
- RAISE II Manual for use with adults who are Educable Mentally Retarded (EMR), physically disabled or have multiple disabilities. The 284-page manual and 91-page addendum provide similar types of materials included in the RAISE I manual for these specific adult learners.
- Five sets of educational slides prepared for use with mentally and/or physically disabled adult learners to supplement RAISE II.
- Five audio-visual presentations for teaching mentally and/or physically disabled adults about such subjects as communication and language skills, living skills and nutrition.

The Project RAISE staff has shared the results of its project with other professionals nationwide. Approximately 500 RAISE I and II how-to manuals have been distributed. In addition, staff members have conducted statewide workshops demonstrating successful elements used in the project. The project has also

resulted in linking staff members with others assisting disabled adults in the Tucson community.

Their outstanding efforts have not been overlooked. The RAISE staff has received many plaudits for its work in educating disabled adults. Project RAISE was one of 11 programs in Arizona in 1982 to be validated by the State Department of Education. In 1981 and 1982 the Goodwill Industries of Tucson presented Project RAISE staff with its Cooperative Agency of the Year Award.

Commenting about the project, Goodwill President Michael Buus cited the benefits of the program for their clients. "For many years Goodwill Industries suffered because of the lack of adult basic education courses," he explained. "Many of our clients, although making progress in vocational skills and work adjustment training, lacked the necessary basic educational skills to fully participate in the community or hold down competitive jobs. Project RAISE has filled the gap, not only for our clients but for other individuals in the community who are in need of these services."

RAISE

REHABILITATIVE ADULT INDEPENDENT SKILLS EDUCATION

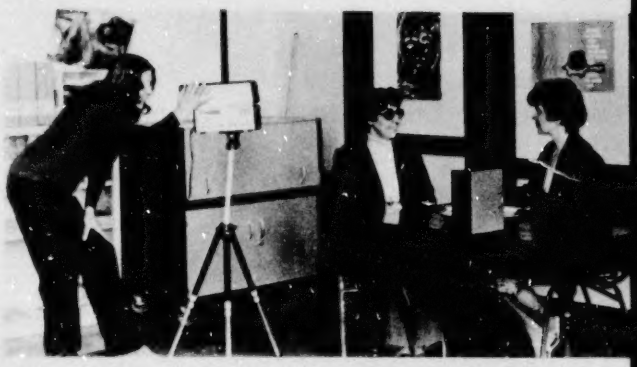
NASHUA CENTER STRIVES FOR STUDENT SUCCESS

The Nashua (New Hampshire) Adult Learning Center provides a caring atmosphere, well-structured curriculum and services designed to help low-income and undereducated adults succeed in their education. Last year the Center served approximately 1,500 individuals and many of these reached their goal of literacy, high school equivalency completion or employed worker.

The professional staff of this private nonprofit organization understands the needs of its students. To make it easier for students to continue their education, the staff has designed a curriculum of courses and programs that is interrelated and sequential. One of the most meaningful services provided through the Center is day care.

Aware that many prospective students stay away from classes because there is no one to care for their children or they cannot afford child care, the Center provides day care for children from 6 weeks to 6 years old year-round. The staff seeks to meet the emotional, social and educational needs of these children. Particular attention is given to developing basic readiness skills their parents may have missed. Transportation is also provided for students who live in the inner city and their children.

The Center has developed a series of quality educational and vocational programs geared to adults most in need. These include adult basic education classes, English as a Second Language, adult tutorial, high school equivalency,



vocational eductional counseling, training and community education courses. The staff knows how vitally important several of these support programs are in helping ABE students ease their way during their educational development.

The work of the coordinator of volunteer tutors, for example, is vital in many cases to a student's success. Trained volunteers from the community work with under-educated adults so they may benefit from individualized instruction or receive educational assistance if they are housebound.

One of the best known and popular persons at the Center is the parenting coordinator. She counsels with parents on such topics as discipline, developmental stages of children, parenting during separation or divorce, step-parenting and the problems of teen-age parenthood.

The vocational counselor is available for individual and group vocational counseling. She conducts workshops that deal with job-seeking skills, life planning assertiveness and resume writing. She

also provides a homemaker re-entry program for unemployed women who are newly separated, widowed or divorced. The Center also makes available to students a computerized system to explore careers.

Vocational programs at the Center are directed toward short-term training to give the student entry-level job skills. An office laboratory provides instruction in bookkeeping, typing, shorthand, keypunch, business math, business English, and word processing. A homemaker health aide training course is also coordinated through the Center.

FORT HAYES SERVES REFUGEES

The Fort Hayes Adult Education Center is reaching out to refugees in Arkansas. The center has the largest program in the state for refugees, serving 2,500 Vietnamese, 1,000 Laotians, 300 Hmongs and 250 Cubans.

The Center is one of 28 programs administered through the Fort Smith Public Schools in conjunction with the Adult Education Section of the Arkansas Department of Education.

Director Betty Morris and her staff of 10 professionals provide programs in Adult Basic Education (ABE) and General Adult Education for more than 1,500 adults each school year. Classes are also offered in English as a Second Language (ESL), and the staff helps prepare refugees for citizenship and how to adjust to their new culture.

The center also provides support services to job placement, career orientation, child care, vocational training and translation and interpreting. The staff publishes a monthly newsletter which is printed in five different languages.

The center has more than 20 satellite programs in ABE, ESL and GED. These programs are housed in apartment complexes, facilities in two neighboring towns, alcohol rehabilitation centers, nursing homes and churches.

The business program at the center provides training in business skills for approximately 250 adults each year enabling them to obtain employment. Many of the students taking advantage of this training are women who are entering the job market for the first time, because of divorce or death of a spouse.

WICHITA EDUCATORS WORK TOGETHER

Interagency cooperation and varied specialized programs are the hallmarks of the Dunbar Adult Center, which last year served approximately 2,000 economically disadvantaged adults in Wichita, Kansas.

The Dunbar Center, part of the continuing education program of the Wichita Unified Schools, works closely with local agencies, organizations and the area vocational school to meet the needs of its students.

Wichita's Adult Performance Level (APL) program was one of the first programs of its kind in the country. When students have completed the program's competency-based curriculum, they've earned a diploma from Wichita High School.

Life skills are an essential component of the center's Adult Basic Education (ABE) curriculum. ABE classes are offered in the mornings and evenings Monday through Thursday.

In a cooperative effort with the First Presbyterian Church of Wichita Catholic Charities Perpetual Help Center, the Dunbar Center offers limited-English speaking adults individual tutoring. Classes for students for whom English is a second language are provided through a volunteer program, which often includes grandparents.

The center's GED program offers not only GED preparation, but also a Wichita High School diploma upon completion of American government and history. Tutor-counselors also assist students who are studying at home for the GED.

Two ABE classes at the Dunbar Center are operated through Project TARGET, funded by 310 grant monies. The project was designed to help ABE students achieve their goals more rapidly by targeting toward deficiencies related to these goals.

Dunbar and Timbers, a facility designed to provide the skills necessary to mainstream handicapped adults, have developed a specialized life-skills curriculum for the handicapped. Through this special arrangement, these adults are provided access to regular ABE and GED classes at the Dunbar Center.

The Dunbar staff also works with teachers at an area vocational school and the continuing education program to provide training in remedial skills at two basic skill centers. Students unable to qualify for vocational programs because of basic-skill deficiencies are referred to the pre-vocational basic skills program at the Dunbar Center. Here the students receive one-on-one training to gain the skills necessary for entrance into the vocational program.

Dunbar also teaches classes in basic reading for nonreaders and adults reading below the third-grade level. Instructors use phonics, sight words and context techniques to develop their students' reading ability.

The success of the Dunbar Adult Center is due to the diversity of its programming, an exceptional teaching staff, and commitment of Wichita's educational leaders to work together to help those less educationally advantaged achieve functional literacy. The program underscores the importance of strong ties between adult education and vocational education and a public school system that has encouraged program changes to help adults achieve success in basic education.

Glenna Williams Makes Dramatic Changes in Students' Lives

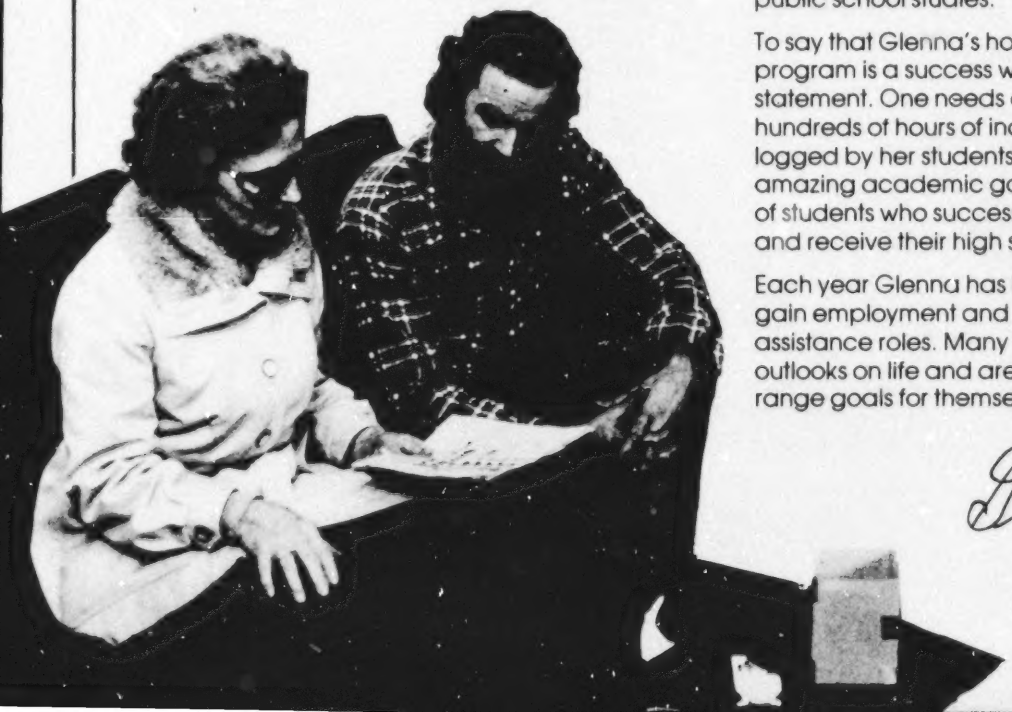
Home Instructor Glenna Williams is truly affecting, not only educational growth, but also dramatic changes in the daily lives and future goals of those she serves. She has an innate ability to assist the students she serves.

For the past 11 years, Glenna has served as a home instructor in the Scioto Valley Local School's Adult Basic Education Program. Each working day, Glenna rises early, loads her car with instructional materials, and sets out on the hilly roads of rural Pike County, Ohio, to serve her home-based ABE students.

Glenn's daily routine involves visiting the homes of from six to eight adult students, who cannot attend the ABE Learning Center. She tutors approximately 35 students each week.

In some homes, more than one adult in the family is involved in the program. In some areas, she may arrange for two or three persons to meet and work together.

As part of a multi-year ABE Demonstration Project funded under the Appalachian Adult Education Center at Morehead (Kentucky) State University, Scioto Valley Schools developed a program to demonstrate the effective use of highly trained paraprofessionals to deliver Adult Basic Education services to under, and often uneducated, rural isolated adults.



Glenna was initially employed because of her background experiences, her knowledge of the community, and her demonstrated ability to meet and work with the clients she was to serve. She has developed a thorough understanding of the procedures, techniques, and effective selection and use of instructional materials used in the program.

Glenna has also been involved in the recruiting effort. From the first year to the present, there has been a waiting-list for home instruction services.

Realizing that other human and family needs often take precedence over educational needs, Glenna has been highly effective in giving and finding assistance for those students truly in need. She gives much of her own time and energy collecting food and clothing and/or contacting agencies and community groups to assist in alleviating personal and family problems. She is extremely tactful in her approaches to problem solving so as not to injure the pride of her students.

Dealing with adversity is a daily occurrence in Glenna's work. She carries a bag filled with stick candy, coloring books, and other items needed to occupy the children in many homes while she checks her students' past week's work or gives tutorial assistance in difficult learning sequences.

For Glenna, learning becomes a family affair Parents and children work together in the study and learning process. Glenna believes that a number of adults enroll in order to be better able to help their children with their public school studies.

To say that Glenna's home instruction program is a success would be an understatement. One needs only to look at the hundreds of hours of independent study logged by her students each year, their amazing academic gains and the numbers of students who successfully pass the GED Tests and receive their high school equivalency.

Each year Glenna has helped students to gain employment and leave the public assistance roles. Many others have better outlooks on life and are setting realistic long-range goals for themselves and their children.

Glenna Williams

THE COUNCIL AT WORK

COUNCIL MEETING SITES AND DATES

November 11–12, 1982 **San Antonio, Texas**	Full Council Meeting
January 10–11, 1983 **Sun City, Florida**	Governmental Relations & Legisla-Committee Meeting
January 26–28, 1983 **Phoenix, Arizona**	Full Council Meeting
March 24–25, 1983 **Washington, D.C.**	Literacy Awareness Committee Meeting
May 2–4, 1983 **Washington, D.C.**	Full Council Meeting
August 15–17, 1983 **San Diego, California**	Full Council Meeting

COUNCIL COMMITTEES

Executive Committee
Nancy H. Hill, Chairperson
Lily R. Balian
Patric Dorsey
Patricia Smith
Rawlein G. Soberano
Kathleen Wilcoxson

Governmental Relations & Legislation Committee
Patric Dorsey, Chairperson
Daniel E. Brennan, Sr.
Joyce L. Gorringe
M. Lester O'Shea
Mary E. Strother

Program Effectiveness & Evaluation Committee
Kathleen Wilcoxson, Chairperson
Patricia Smith
J. Ben Trujillo

Program Liaison Committee
Lily R. Balian, Chairperson
Nancy H. Hill
Mary S. Jackson
Michael Marino
Louis S. Ridgeway
Ruth R. Thone

Literacy Awareness Committee
Patricia Smith, Chairperson
Lily R. Balian
Daniel E. Brennan, Sr.
Joyce L. Gorringe
Mary S. Jackson
Ruth R. Thone

Council Chairperson is Ex Officio on all Standing Committees.

COUNCIL ACTIVITIES

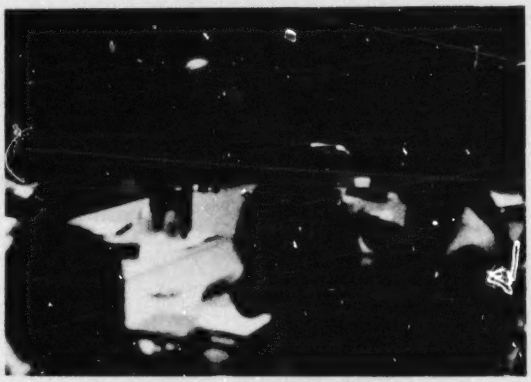
Since the Council was sworn in by Secretary T. H. Bell in April 1982, the Council members have made 58 visitations, held four Council meetings and 15 committee meetings, took testimony from numerous individuals, and studied extensive amounts of information and supportive data.

The Program Effectiveness and Evaluation Committee conducted a survey of practitioners of adult education regarding their opinions on Senate Bill 2325, the proposed Consolidation Act. The results of that survey were shared with the participants and many of the comments are contained in this report.

The Governmental Relations and Legislation Committee wrote the Council's evaluation and response to the Consolidation Act, a summary of which is also included in this report.

The Program Liaison Committee members asked foundations and corporations for information on their literacy efforts. They also requested them to participate in the development of programs and legislation that will enable all adults who so desire to acquire the basic skills necessary to function in our society. The Chair of the Program Liaison Committee serves on the Roundtable on Adult Illiteracy and the National Industry Committee of the American Association of Adult and Continuing Education.

The Council also created an Adult Literacy Committee to study the causes and solutions of adult illiteracy. This committee is preparing an extensive report for publication in the near future.



PROGRAM VISITATIONS AND ASSOCIATION MEETINGS

October 1982

October 4
Nebraska Adult Educaton Advisory Council
Lincoln, Nebraska

October 4–5
Los Angeles Unified School District
Los Angeles, California

October 5
Hacienda LaPuente Unified School District
Claremont, California

October 11–12
Coalition on Literacy
Detroit, Michigan

October 14–15
Literacy Volunteers of America Conference
Harrisburg, Pennsylvania

October 21–22
Local Programs
Concord, Manchester, Nashua, New Hampshire

October 21–22
Community College Center for Adult Learning
Pendleton, Oregon

October 27–29
Adult Education Workshop
Oakland, California

October 28
Local Programs
St. Johnsbury, Vermont

October 29
Arizona Adult Education Association Conference
Tucson, Arizona

November 1982

November 19
Local Programs
Dubuque, Iowa

November 29–December 1
Adult Education Conference
Airlie, Virginia

December 1982

December 7
Local Programs
Waverly, Ohio

December 8
Local Programs
Cincinnati, Ohio

December 9
Local Programs
Louisville, Kentucky

January 1983

January 6
Local Programs
Luke AFB
Litchfield Park, Arizona

January 6–7
Coalition on Literacy
Chicago, Illinois

January 26
Scottsdale Adult Learning Center &
Maricopa County Skill Center
Scottsdale, Arizona

February 1983

February 1
Coalition on Literacy
New York, New York

February 8
Mid Hudson Council on Continuing Education
Tarrytown, New York

February 10
ABE/GED Program Visitation
Columbus, Ohio

Special Projects
Rockford, Illinois

February 18
New Jersey Advisory Council on Adult Education
Trenton, New Jersey

February 25
National Center for Research in Vocational Education
Columbus, Ohio

March 1983

March 7–10
California Adult Basic Education Conference
San Francisco, California

March 8
Reg VII ESL Refugee Conference
Council Bluffs, Iowa

March 8
Governor's Advisory Council on Adult Education
Montpelier, Vermont

March 18
Maryland Association on Adult/ Continuing/Community Education
Columbia, Maryland

March 23–25
Local Programs
Boston, Massachusetts

April 1983

April 4–5
Coalition on Literacy
New York, New York

April 7–8
National Conference on Job Training and Employment
Columbus, Ohio

April 15
State Department Officials
Montpelier, Vermont

April 18
Federal Role in Education Conference
Washington, D.C.

April 21
State Community Education Advisory Committee
Columbus, Ohio

April 21–22
Missouri Valley Adult Educaton Conference
Des Moines, Iowa

May 1983

May 9–12
Commission on ABE Conference
Anchorage, Alaska

May 10
Governor's Advisory Council on Adult Education
Waterbury, Vermont

May 13–14
Ohio Association of Adult Educators
Columbus, Ohio

May 20 & 24
Local Programs
Phoenix, Arizona

May 24
Vocational Education Hearings
Boston, Massachusetts

May 26
Barre Learning Center
Barre, Vermont

June 1983

June 1
Barre Learning Center
Barre, Vermont

June 1
Effective Schools Program
Columbus, Ohio

June 17–18
Texas Adult Education Association Conference
Ft. Worth, Texas

June 21
Regional Forum on Literacy
Raleigh, North Carolina

July 1983

July 7
Coalition for Literacy
New York, New York

July 25
World Literacy of Canada
Toronto, Canada

August 1983

August 9–11
Southern Regional Conference on Adult Education
Birmingham, Alabama

August 15
San Diego Community College Dist. & Naval Training Center
San Diego, California

September 1983

September 6–7
Adult Literacy Initiative Conference
Washington, D.C.

September 14
National Advisory Council on Women's Educational Programs
Washington, D.C.

THE ADULT EDUCATION ACT, AN HISTORICAL OVERVIEW

Federal funds for literacy programs were made available in 1918 with the passage of the Immigration and Nationality Act, which assists public schools in providing English language, history, government and citizenship programs for candidates for naturalization. The federal role in this activity is limited to providing candidates with information about the availability of programs and providing schools with textbooks and other curriculum materials.

The historic roots of basic educational skills programs for adults are more difficult to trace than those of employee development and manpower programs. This is due in part to the lack of general agreement about the meaning of the term "basic skills," and in part to the inclusion of basic education components in programs initiated for other purposes. The manpower and vocational education legislation described in the preceding section are examples of the latter situation.

The Smith-Lever Act (1914), which established the Cooperative Extension Service, is the first piece of major legislation requiring the matching of federal funds with state, local and/or institutional monies. Grants to states are provided for the purpose of helping people not enrolled in school to understand and utilize effective practices in farming, marketing, family living and community development. Programs are also available to assist adults in identifying and solving family and community problems. These services can appropriately be included in a listing of federally funded basic skills programs.

During the 1960's, Extension Service programs, which had previously focused attention on providing educational services to sole agricultural and rural problems, began to offer assistance to the urban poor and for the development of community resources in urban areas.

The Library Service Act (1956) brought public library programs to rural adults. The 1964 Library Services and Construction Act (amended in 1970) is of particular importance in the history of public adult education because the funds made available under these enactments stimulated the delivery of library services to economically and socially disadvantaged, handicapped, homebound and institutionalized adults.

Although these programs, and those described in the earlier sections of this study, have served millions of Americans, millions more were excluded from participation. Some adults lacked the basic educational skills necessary for participation; others were excluded because of their age, their geographical location, their labor market status or because of a physical or mental handicap. Even the G.I. Bill (the Veterans Readjustment Benefits Act), which opened new educational opportunities to many who were poor, was available only to those who were able to qualify for and enter military service.

In 1962, the Committee on Education and Labor, U.S. House of Representatives, conducted hearings on the need for categorical federal support for adult basic education. Two bills were then being considered that would have encouraged the development of state programs of adult basic education. In 1963, an Adult Basic Education Act was again proposed and defeated.

By 1964, although the general employment picture was improving, disproportionately high concentrations of unemployment remained for Blacks, for non-English-speaking adults and for the undereducated. Neither manpower development and vocational education programs nor fiscal and monetary policies were effective in altering this situation. The Civil Rights Act (1964) and subsequent Executive Orders that prohibited discrimination in employment practices based on race, sex, age, religion or national origin still left large numbers of adults with limited educational attainment at a competitive disadvantage in the labor market, and with the inability to take advantage of other social services generally available to the better educated segment of society.

With the passage of the Economic Opportunity Act (1964), the Adult Basic Education Program was established. This program sought to remedy the inequities of educational disadvantage by offering persons 18 years of age (16 years of age—P.L. 91-230: 1970) and older the opportunity to develop reading, writing, language and arithmetic skills to enable them to obtain or retain employment and otherwise participate more fully as productive and responsible citizens.

The Office of Economic Opportunity provided funds to the U.S. Office of Education to administer the program until the Adult Education Act (1966) placed the program entirely within the U.S. Office of Education.

At present, under provisions of P.L. 95–561, adult basic and secondary level educational programs are established in each of the fifty states, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Northern Mariana Islands. Funds are available to state and local education agencies to meet the costs of instruction, to employ and train qualified adult educators, and to develop specialized curriculum and techniques appropriate for adult learners.

The 1978 amendments mandate the states, in unusually specific language, to conduct vigorous programs of outreach for those most in need of instruction in basic skills, to provide such assistance to these potential students as flexible schedules, transportation and child care help, and to consult with a broad range of public and private interests and organizations in preparation of state plans and in their implementation.

The statute itself lists representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, state and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults as required to be involved in developing the plan and carrying it out "especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations."

Enrollments in programs funded under the Adult Education Act have increased from 37,991 in fiscal year 1965 to almost two million people served by fiscal year 1980.

The section that follows summarizes the provisions of this legislation from 1964 to 1981.

SUMMARY OF MAJOR REVISIONS IN THE ADULT EDUCATION ACT 1966–1981

The major revisions in the Adult Education Act from 1966 to 1981 are reported in this section under the headings used in the legislation. The year and public law number have been included for each of the noted changes.

Statement of Purpose

P.L. 89–750 (1966): to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.

P.L. 91–230 (1970): to expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive and responsible citizens.

P.L. 95–561 (1978): to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will:

—enable all adults to acquire basic skills necessary to function in society,
—enable adults who so desire to continue their education to at least the level of completion of secondary school, and
—make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Definitions

P.L. 89–750 (1966): *Adult:* any individual who has attained the age of eighteen.

P.L. 91–230 (1970): *Adult:* any individual who has attained the age of sixteen
added definitions of *academic education* and *institution of higher education*

P.L. 93–380 (1974): added definition of *community school program*

P.L. 95–561 (1978): *Adult:* (to be served by adult education) adds who "lack sufficient mastery of basic educational skills to enable them to function effectively in society."

(Continued on next page)

REVISIONS IN ADULT EDUCATION ACT—CONTINUED

Grants to States

P.L. 89-750 (1966): established a distribution formula based on the proportion of adults in the state who had completed five grades of school or less.

P.L. 90-247 (1968): provided a base allotment of $100,000 for each state; federal share of the cost of programs in the Trust Territory of the Pacific Islands was set at 100 per cent

P.L. 91-230 (1970): provided a base allotment of $150,000 for each state; established a distribution formula based on the proportion of adults not enrolled in school and who do not have a certificate of graduation from secondary school; authorized an additional appropriation, not to exceed five per cent of the sums appropriated for programs to pay the cost of administration and development of the state plan

P.L. 93-380 (1974): reduced the allotment for Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands from two per cent to no more than one per cent of appropriated funds. The Commonwealth of Puerto Rico was defined as a state for the purposes of this section

Eligible Grant Recipients

P.L. 90-247 (1968): private nonprofit agencies were included as eligible grant recipients

Special Experimental Demonstration Projects and Teacher Training

P.L. 89-750 (1966): not less than 10 per cent nor more than 20 per cent of funds appropriated be reserved to the Commisisoner to make special project grants or to provide teacher training grants

P.L. 93-380 (1974): 15 per cent of the state grant was to be used for special projects and for teacher training

P.L. 95-561 (1978): not less than 10 per cent of the state grant must be used for demonstration and teacher training. Special demonstration projects are specified as those which:

—involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

—involve programs of adult education including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies.

State Plan Requirements

P.L. 91-230 (1970): provided that special emphasis be given to adult basic education programs

P.L. 93-380 (1974): four requirements were added:

—programs for institutionalized adults

—provisions for cooperation with manpower development and training programs, occupational education programs and reading improvement programs

—not more than 20 per cent of state grant funds can be used for adult secondary programs

—special assistance for persons of limited English-speaking ability by providing bilingual programs

P.L. 95-561 (1978): the law went into far greater detail in setting state plan requirements than earlier laws. These included:

—describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

—describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

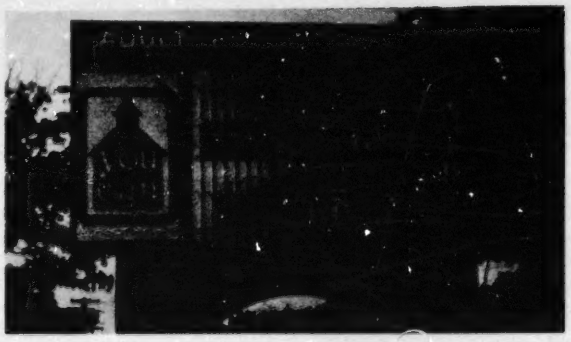
—describe the efforts to be undertaken by the

State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;
—provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;
—provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult educaton program of instructon in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963;
—demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs.

National Advisory Council on Adult Education

P.L. 89–750 (1966): established an eight-member Advisory Committee on Adult Basic Education

P.L. 91–230 (1970): established a 15-member National Advisory Council on Adult Education



Improvement of Educational Opportunities for Special Populations

P.L. 92–318 (1972): added a section authorizing programs for adult Indians

P.L. 93–380 (1974): authorized special projects for the elderly

P.L. 95–561 (1978): authorized special projects for Indochinese refugees and adult immigrants

P.L. 97–35 (1981): repealed adult education program for Indochina refugees

State Advisory Councils

P.L. 93–380 (1974): established state advisory councils

Research, Development, Dissemination, Evaluation and Information Clearinghouse

P.L. 95–561 (1978): subject to appropriations, the Secretary of Education is authorized to conduct directly or through grants a wide variety of programs, including:
—develop new and promising approaches and innovative methods which are designed to address those problems and which may have national significance;
—determine, using appropriate objective evaluation criteria, which projects have achieved their stated goals and are capable of achieving comparable levels of effectiveness at additional locations;
—disseminate throughout the nation information about those approaches or methods pertaining to adult basic educaton which are most effective, by establishing and operating a clearinghouse on adult education, and evaluate the effectiveness of the programs conducted under this Act.

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STATISTICAL DATA

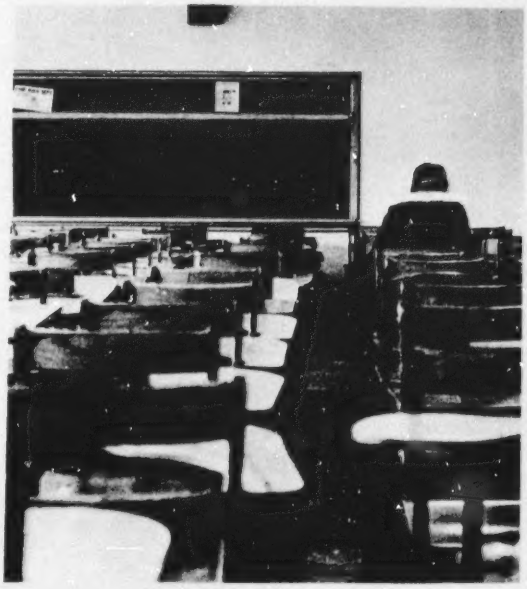

Table 1
FY 1965–1985 State Allotments, Adult Basic Education

	FY 1965	FY 1966[1]	FY 1967	FY 1968	FY 1969	FY 1970[2]	FY 1971[3]	FY 1972[5]	FY 1973[6]
TOTALS	**$18,812,000**	**$19,879,063**	**$26,280,000**	**$30,590,000**	**$36,000,000**	**$40,000,000**	**$44,875,000**	**$51,134,000**	**$74,834,000**
Alabama	579,267	300,584	825,067	901,330	1,072,101	1,199,378	1,353,404	1,353,404	1,493,366
Alaska	20,000	25,000	50,000	126,288	131,891	136,550	141,671	166,536	211,717
Arizona	174,081	288,797	208,952	302,940	346,188	379,898	419,113	419,113	576,382
Arkansas	316,910	76,039	451,385	538,398	631,826	701,563	785,866	785,866	919,569
California	1,862,617	1,038,044	1,534,703	1,580,550	1,908,201	2,137,446	2,422,896	2,894,965	5,019,367
Colorado	92,896	90,856	132,314	228,507	255,893	275,835	300,470	425,700	668,379
Connecticut	213,231	269,003	303,712	394,974	457,836	503,143	559,625	646,371	1,057,214
Delaware	50,000	50,000	50,000	146,034	155,845	162,892	171,704	219,465	304,96[4]
District of Columbia	69,535	104,679	99,040	196,191	216,690	231,310	249,708	282,806	416,591
Florida	560,165	843,284	797,859	874,905	1,040,045	1,159,832	1,308,317	1,308,317	1,984,486
Georgia	748,268	617,804	1,062,932	1,132,351	1,352,356	1,515,610	1,713,940	1,713,940	1,744,879
Hawaii	84,613	137,987	114,819	211,515	235,281	251,540	272,771	272,771	347,386
Idaho	25,000	0	50,000	138,479	146,680	153,041	160,473	248,223	355,656
Illinois	962,007	616,615	1,1[illegible]4,714	1,221,492	1,460,494	1,633,780	1,848,667	2,271,708	3,921,152
Indiana	509,674	0	39[illegible],849	486,403	568,749	630,936	705,322	1,071,829	1,806,896
Iowa	109,844	142,548	156,454	251,953	284,335	309,838	339,237	646,525	1,057,485
Kansas	95,711	43,424	136,324	232,402	260,619	282,224	307,754	528,113	848,838
Kentucky	601,447	1,202,880	687,872	768,082	910,457	1,019,688	1,148,538	1,148,538	1,472,891
Louisiana	824,745	1,078,634	989,954	1,061,473	1,266,373	1,414,980	1,599,212	1,599,212	1,599,212
Maine	54,880	55,000	78,167	175,918	192,097	204,502	219,144	328,342	496,828
Maryland	307,287	89,179	437,678	525,086	615,676	682,321	763,906	777,671	1,288,571
Massachusetts	427,390	294,845	551,771	635,897	750,102	835,242	938,251	1,122,487	1,896,158
Michigan	830,619	1,536,299	756,943	835,165	991,837	1,106,931	1,248,005	1,702,104	2,917,478
Minnesota	155,112	2,978	220,930	314,574	360,302	393,947	435,130	774,081	1,282,212
Mississippi	0	331,525	620,835	702,674	831,474	936,895	1,054,148	1,054,148	1,054,148
Missouri	382,898	144,939	545,372	629,682	742,562	824,641	926,165	1,102,416	1,860,791
Montana	11,629	0	50,000	146,759	156,723	164,109	173,091	251,812	361,979
Nebraska	64,304	68,003	91,590	188,955	207,912	221,891	238,968	388,687	603,160
Nevada	50,000	45,500	50,000	117,374	121,078	123,829	127,168	180,362	236,078
New Hampshire	50,000	30,000	50,000	143,716	153,033	160,283	168,729	254,488	366,894
New Jersey	570,290	653,756	812,280	888,911	1,057,036	1,177,851	1,328,860	1,439,458	2,454,880
New Mexico	111,400	0	160,565	255,945	289,178	314,106	344,103	344,103	448,957
New York	1,765,279	2,780,782	2,415,744	2,446,242	2,946,251	3,299,893	3,748,204	3,783,043	6,584,212
North Carolina	831,799	1,383,963	1,184,757	1,250,871	1,495,891	1,677,851	1,898,912	1,898,912	1,978,878
North Dakota	0	62,269	58,354	156,675	168,753	177,469	188,322	257,625	372,221
Ohio	660,369	42,270	940,582	1,013,522	1,208,203	1,351,381	1,526,703	2,094,595	3,609,067
Oklahoma	228,156	251,042	324,969	415,620	482,882	531,447	591,894	620,400	1,011,451
Oregon	74,867	24,527	106,636	203,568	225,639	241,935	261,821	456,536	722,713
Pennsylvania	988,206	371,810	1,407,531	1,467,036	1,758,365	1,967,553	2,229,20[illegible]	2,634,898	4,561,114
Rhode Island	76,382	58,095	108,793	205,663	228,181	244,389	264,619	331,396	502,211
South Carolina	499,369	844,957	711,266	790,803	938,021	1,056,859	1,190,918	1,190,918	1,190,918
South Dakota	12,700	0	50,000	147,591	157,733	165,279	174,424	263,481	382,541
Tennessee	602,910	571,087	858,743	934,037	1,111,779	1,243,389	1,403,582	1,403,582	1,857,286
Texas	1,433,423	2,480,313	2,041,867	2,082,928	2,505,509	2,823,537	3,205,110	3,205,110	3,646,041
Utah	50,000	70,000	50,000	138,059	148,169	152,742	160,132	259,611	375,722
Vermont	50,000	79,364	50,000	125,774	131,267	135,709	140,712	208,698	286,010
Virginia	132,847	0	875,732	951,508	1,132,973	1,272,206	1,436,435	1,436,435	1,655,312
Washington	122,745	116,267	174,829	269,799	305,985	331,131	365,793	624,613	1,018,878
West Virginia	237,019	180,274	337,593	427,880	497,755	550,582	613,710	613,710	928,533
Wisconsin	25,869	0[2]	376,123	465,302	543,151	600,765	670,924	917,375	1,534,739
Wyoming	50,000	20,000	50,000	120,299	124,625	127,831	131,740	186,843	247,500
American Samoa	0	0	22,600	6,118	7,200	8,000	35,900	40,907	59,867
Guam	16,000	12,480	22,600	36,708	43,200	48,000	62,825	71,588	104,775
No. Mariana Is.	0	0	0	0	0	0	0	0	0
Puerto Rico	324,240	155,505	435,200	495,556	583,200	648,000	691,075	787,464	1,152,437
Trust Territory	0	0	22,600	48,944	57,600	64,000	71,800	81,814	119,734
Virgin Islands	16,000	16,480	22,600	24,472	28,800	32,000	35,900	40,907	59,867

SOURCE: Department of Education.

Footnotes to State Allotments Table

[1]Revised distributions after February and June 1966 reallotments.

[2]Plus $200,849 (FY 1966 allotment released in error and reinstated on a pay-only basis.)

[3]Distribution of $40,000,000 with 2% ($800,000) reserved for the outlying areas, and the balance distributed with a basic amount of $100,000 to each State and D.C. and the remainder disdtributed on the basis of the population 16 and over with less than 8 grades of school completed.

[4]Distribution of $44,875,000 with 2 percent reserved for outlying areas, and the balance distributed to the 50 States and D.C. with a basic amount of $100,000 and the remainder disdtributed on the basis of the population aged 16 and over with less than 6 grades of school completed. (1960 Census) Allotment formula contained in P.L. 89-750 as amended.

[5]Distribution of $51,134,000 with 2 percent reserved for outlying areas, and the balance distributed with a basic amount of $150,000 to each State and D.C., and the remainder distributed on the basis of those 16 and over who do not have a certificate of graduation from high school (or its equivalent) and who are not currently required to be enrolled in school. (1960 Census) Allotment formula contained in P.L. 91-230 with a provision in the Appropriation Act that no State shall receive less than its FY 1971 grant amount.

[6]Distribution of $74,834,000 on the same basis as [5] above.

[7]Distribution of $53,286,000 on the same basis as [5] above except a change over to the 1970 Census data and a provision in the Appropriation Act that no State shall receive less than its FY 1972 grant amount.

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FY 1974[7]	FY 1975[8]	FY 1976[9]	FY 1977[10]	FY 1978[11]	FY 1979[12]	FY 1980, FY 1981 & 1982	FY 1983	FY 1984[13]	FY 1985[14]	
$53,286,000	$67,500,000	$67,500,000	$71,500,000	$80,500,000	$90,712,000	$99,926,828	$86,400,000	$95,000,000	$100,000,000	TOTALS
1,353,404	1,344,029	1,344,029	1,392,796	1,586,261	1,788,980	1,971,921	1,702,948	1,925,288	2,027,174	Alabama
177,747	190,545	190,545	209,868	220,998	231,019	240,062	226,766	240,095	245,265	Alaska
449,546	518,744	518,744	618,909	693,089	769,742	838,917	737,211	1,018,958	1,068,829	Arizona
785,366	827,612	827,612	869,018	981,748	1,099,144	1,205,087	1,049,323	1,266,460	1,288,240	Arkansas
3,415,416	4,517,430	4,517,430	5,082,373	5,844,545	6,648,292	7,373,624	6,307,189	7,701,939	8,135,355	California
479,804	601,541	601,541	664,447	745,645	829,716	905,585	794,037	918,090	962,172	Colorado
704,766	951,493	951,493	1,003,002	1,136,384	1,276,606	1,401,245	1,216,522	1,219,745	1,281,139	Connecticut
239,449	274,483	274,483	302,725	328,167	353,315	376,008	342,642	358,911	370,901	Delaware
285,784	374,932	374,932	374,932	408,613	445,114	478,054	429,823	399,238	413,542	District of Columbia
1,561,101	1,786,037	1,786,037	2,291,735	2,623,761	2,972,916	3,288,007	2,824,738	3,930,125	4,147,071	Florida
1,713,940	1,570,391	1,570,391	1,791,143	2,047,162	2,314,934	2,556,582	2,201,294	2,839,472	2,782,346	Georgia
272,771	312,647	312,647	327,851	356,936	386,144	412,502	373,748	430,891	447,012	Hawaii
260,259	320,090	320,090	334,045	364,314	394,563	421,861	381,726	429,768	445,824	Idaho
2,342,597	3,529,037	3,529,037	3,529,037	3,981,153	4,521,894	5,009,881	4,292,409	4,393,598	4,637,144	Illinois
1,154,189	1,626,206	1,626,206	1,679,358	1,916,993	2,166,392	2,391,460	2,060,550	2,178,349	2,292,644	Indiana
646,525	951,736	951,736	951,736	1,006,595	1,127,497	1,236,604	1,076,186	1,090,449	1,144,422	Iowa
528,113	763,952	763,952	763,952	822,389	917,292	1,002,937	877,016	879,866	921,754	Kansas
1,148,538	1,325,422	1,325,422	1,361,119	1,549,701	1,747,260	1,925,544	1,663,418	1,932,301	2,034,590	Kentucky
1,599,212	1,439,291	1,439,291	1,439,291	1,585,529	1,788,144	1,970,992	1,701,156	1,968,393	2,072,753	Louisiana
328,729	447,145	447,145	447,145	483,240	530,275	572,721	510,314	546,564	569,323	Maine
908,974	1,159,714	1,159,714	1,310,323	1,491,074	1,680,358	1,851,175	1,600,028	1,701,677	1,790,730	[illegible]vland
1,146,761	1,706,542	1,706,542	1,706,542	1,904,090	2,151,668	2,375,093	2,046,599	1,995,679	2,101,605	[illegible]achusetts
1,849,308	2,625,728	2,625,728	2,725,471	3,124,352	3,544,162	3,923,015	3,365,999	3,424,486	3,612,414	Michigan
793,887	1,153,991	1,153,991	1,153,991	1,291,179	1,452,249	1,597,605	1,383,893	1,397,549	1,469,147	Minnesota
1,054,146	948,731	948,731	948,731	1,055,134	1,182,887	1,298,177	1,128,670	1,310,780	1,377,399	Mississippi
1,139,299	1,674,712	1,674,712	1,674,712	1,891,128	2,136,877	2,358,650	2,032,584	2,121,229	2,234,360	Missouri
257,088	325,781	325,781	329,272	358,807	388,278	414,875	375,771	384,760	398,233	Montana
392,945	542,844	542,844	542,844	594,779	657,556	714,209	630,914	623,518	650,693	Nebraska
211,517	212,470	212,470	280,892	279,655	297,955	314,489	290,188	390,132	403,913	Nevada
268,997	330,025	330,025	347,194	379,491	411,882	441,113	398,135	442,721	459,521	New Hampshire
1,588,290	2,209,212	2,209,212	2,332,853	2,670,986	3,026,806	3,347,912	2,875,800	2,867,685	3,023,657	New Jersey
344,103	402,261	402,261	423,201	467,213	511,985	552,390	492,985	597,121	622,782	New Mexico
3,851,674	5,925,791	5,925,791	5,925,791	6,602,287	7,512,984	8,334,833	7,126,494	6,802,303	7,184,087	New York
1,898,912	1,780,990	1,780,990	2,053,630	2,348,955	2,659,323	2,939,411	2,527,606	2,938,791	3,098,843	North Carolina
257,945	334,999	334,999	334,999	360,295	389,977	416,763	377,380	377,990	391,075	North Dakota
2,216,061	3,248,160	3,248,160	3,277,411	3,761,388	4,271,088	4,731,080	4,054,768	4,097,874	4,324,236	Ohio
665,854	910,306	910,306	944,441	1,068,797	1,198,479	1,315,509	1,143,443	1,289,704	1,355,113	Oklahoma
502,645	650,442	650,442	698,820	785,316	874,987	955,909	836,931	925,619	970,133	Oregon
2,634,898	4,105,003	4,105,003	4,105,003	4,462,641	5,071,342	5,620,657	4,813,015	4,740,345	5,003,792	Pennsylvania
348,369	451,990	451,990	466,846	517,354	569,204	615,995	547,199	551,451	574,490	Rhode Island
1,190,918	1,071,826	1,071,826	1,109,330	1,259,102	1,415,645	1,556,915	1,349,210	1,626,090	1,710,805	South Carolina
264,081	344,287	344,287	344,287	370,952	402,138	430,281	388,903	388,982	402,697	South Dakota
1,403,582	1,491,557	1,491,557	1,573,687	1,795,034	2,027,219	2,236,752	1,928,682	2,287,251	2,409,911	Tennessee
3,205,110	3,281,437	3,281,437	3,803,208	4,368,210	4,963,583	5,500,870	4,710,912	5,901,267	6,231,341	Texas
282,545	338,150	338,150	367,583	403,023	438,736	470,964	423,580	482,222	501,288	Utah
215,763	257,409	257,409	267,080	287,029	306,389	323,823	298,181	314,497	323,937	Vermont
1,436,435	1,489,781	1,489,781	1,667,312	1,903,090	2,150,527	2,373,823	2,045,517	2,358,691	2,485,451	Virginia
684,134	916,988	916,988	971,951	1,100,547	1,234,711	1,355,785	1,177,773	1,295,356	1,361,090	Washington
613,710	835,680	835,680	835,680	890,978	955,562	1,089,943	951,177	1,050,749	1,102,444	West Virginia
954,079	1,381,265	1,381,265	1,381,265	1,569,419	1,769,760	1,950,556	1,684,737	1,740,179	1,831,441	Wisconsin
190,514	222,750	222,750	229,083	243,174	256,325	268,193	250,744	273,238	280,308	Wyoming
42,629	79,863	79,863	1,123,695	139,265	156,998	139,265	133,359	139,265	139,265	American Samoa
74,801	139,782	139,782	217,360	244,720	275,580	244,720	231,837	244,720	244,720	Guam
0	0	0	0	0	0	0	68,760	72,375	75,064	No. Mariana Is.
820,604	1,037,200	1,037,200	1,236,885	1,408,318	1,583,639	1,743,661	1,508,386	1,923,766	2,025,564	Puerto Rico
85,257	159,727	159,727	250,250	281,750	317,624	313,451	246,030	283,804	311,904	Trust Territory
42,629	79,863	79,863	123,695	139,265	156,998	229,392	184,014	209,836	229,047	Virgin Islands

[8]Distribution of $67,500,000 to each State, D.C., and Puerto Rico at 90% of the 1973 grant amount. The distribution to the other four outlying areas was prorated up from 90% of the 1973 grant amount. The Allotment formula contained in Section 305(a) of P.L. 91-230 as amended by P.L. 93-380 was not used because the appropriation amount was inadequate to make such a distribution and also comply with the provision in Section 313(a) of the Act that grants to each State shall not be less than 90% of the grants made to such State in FY 1973.

[9]Distribution of $67,500,000 on the same basis as [8] above.

[10]Estimated distribution of $71,500,000 with 1% ($715,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C. and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma, (1970 Census), with no State receiving less than 90% of its FY 1973 amount. The distribution to the areas was based on FY 1974 distribution of funds to those areas.

[11]Estimated distributon of $80,500,000 with 1% ($805,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census), with no State receiving less than 90% of its FY 1973 amount.

[12]Estimated distribution of $90,750,000 with 1% ($907,500) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census).

[13]FY 1984 maximum allowable for State administration on a nationwide basis = $4,523,809 (5 of 105 parts x $95,000,000). State computations for FY 1984 based on $50,000 minimum for States and $25,000 for Insular Areas, or 4.0118% of FY 1984 allotment, whichever is greater.

[14]FY 1985 maximum allowable for State administration on a nationwide basis = $4,761,905 (5 of 105 parts x $100,000,000). State computations for FY 1985 based on $50,000 minimum for States and $25,000 for Insular Areas, or 4.0864% of FY 1985.

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Table 2
Estimated Expenditures, FY 1981
State-Administered Program
Adult Education Act, Pub. L. 91–230, as Amended

State or Territory	Federal	State/ Local	Total	Percent Match	Rank based on State/Local Matching
Total:	99,374,863	105,103,481	204,478,344	51.407	
Alabama	1,971,921	432,500	2,404,421	17.988	27
Alaska	237,902	155,006	392,908	39.451	15
Arizona	838,917	159,578	998,495	15.982	31
Arkansas	1,205,087	846,609	2,051,696	41.264	13
California	7,373,624	53,472,123	60,845,747	87.881	1
Colorado	905,585	221,594	1,127,179	19.659	25
Connecticut	1,401,245	911,877	2,313,122	39.422	16
Delaware	375,081	67,400	442,481	15.232	32
Florida	3,288,007	2,249,291	5,537,298	40.621	14
Georgia	2,555,167	360,000	2,915,167	12.349	37
Hawaii	412,093	614,859	1,026,952	59.872	6
Idaho	421,861	45,000	466,861	10.000	52
Illinois	5,009,881	600,000	5,609,881	10.695	41
Indiana	2,377,301	6,055,703	8,433,004	71.810	4
Iowa	1,236,604	2,000,936	3,237,540	61.804	5
Kansas	1,002,937	167,992	1,170,929	14.347	34
Kentucky	1,925,544	213,949	2,139,493	10.000	47
Louisiana	1,970,246	1,970,246	3,940,492	50.000	10
Maine	572,721	215,573	788,294	27.347	21
Maryland	1,841,663	826,205	2,667,868	30.969	19
Massachusetts	2,375,093	2,061,603	4,436,696	46.467	11
Michigan	3,923,015	4,725,615	8,648,630	54.640	8
Minnesota	1,597,605	198,900	1,796,505	11.071	40
Mississippi	1,298,177	155,460	1,453,637	10.695	42
Missouri	2,358,650	330,000	2,688,650	12.274	38
Montana	414,874	208,206	623,080	33.416	18
Nebraska	714,209	139,379	853,588	16.329	30
Nevada	314,468	53,000	367,468	14.423	33
New Hampshire	440,264	48,918	489,182	10.000	49
New Jersey	3,347,912	400,000	3,747,912	10.673	43
New Mexico	552,390	434,100	986,490	44.005	12
New York	8,334,833	2,361,879	10,696,712	22.080	23
North Carolina	2,939,411	326,601	3,266,012	10.000	46
North Dakota	416,763	56,841	473,604	12.002	39
Ohio	4,159,472	1,575,183	5,734,655	27.468	20
Oklahoma	1,315,509	148,564	1,464,073	10.147	45
Oregon	955,909	4,039,615	4,995,524	80.865	3
Pennsylvania	5,620,657	657,503	6,278,160	10.473	44
Rhode Island	615,995	96,198	712,193	13.507	36
South Carolina	1,556,915	542,870	2,099,785	25.854	22
South Dakota	430,281	47,802	478,083	10.000	51
Tennessee	2,236,752	368,124	2,604,876	14.132	35
Texas	5,488,023	7,190,690	12,678,713	56.715	7
Utah	470,491	3,330,866	3,801,357	87.623	2
Vermont	323,823	35,980	359,803	10.000	50
Virginia	2,373,823	496,237	2,870,060	17.290	29
Washington	1,355,785	382,450	1,738,235	22.002	24
West Virginia	1,087,412	688,854	1,776,266	38.781	17
Wisconsin	1,950,556	2,249,093	4,199,649	53.554	9
Wyoming	262,068	61,622	323,690	19.037	26
Dist. of Columbia	478,054	53,117	531,171	10.000	48
Puerto Rico	1,743,661	-0-	1,743,661	-0-	53
American Samoa	139,265	-0-	139,265	-0-	54
Guam	244,720	51,770	296,490	17.461	28
No. Mariana Is.	73,172	-0-	73,172	-0-	55
Trust Territory	312,077	-0-	312,077	-0-	56
Virgi. Islands	229,392	-0-	229,392	-0-	57

Source: Dept. of Education

Table 3
1981 Level of Effort (Based on Number Served) In Relation to Total Need, by State

Rank	State	Total Need (1980 Census)	No. Served 1981	Percent
1.	Florida	2,682,496	503,611	18.774
2.	District of Columbia	176,867	22,951	12.976
3.	Hawaii	199,329	21,585	10.829
4.	Alaska	63,934	6,854	10.720
5.	Utah	235,755	22,351	9.481
6.	South Carolina	1,047,480	79,280	7.569
7.	Idaho	190,532	14,048	7.076
8.	California	5,359,094	376,387	7.023
9.	Oregon	550,404	27,169	4.936
10.	North Carolina	1,979,014	88,841	4.489
11.	New Mexico	317,291	13,236	4.172
12.	Iowa	667,372	27,729	4.155
13.	Vermont	116,732	4,540	3.889
14.	Texas	4,081,281	154,920	3.796
15.	Alabama	1,259,800	46,451	3.687
16.	Georgia	1,766,608	53,191	3.011
17.	Wyoming	87,452	2,572	2.941
18.	Connecticut	759,125	22,288	2.936
19.	Kansas	517,936	15,064	2.908
20.	Maryland	1,101,119	30,892	2.806
21.	New Jersey	1,928,555	48,716	2.526
22.	Missouri	1,398,846	34,965	2.500
23.	South Dakota	169,589	4,178	2.464
24.	West Virginia	639,200	15,663	2.450
25.	Puerto Rico	1,258,720	30,030	2.386
26.	New Hampshire	207,724	4,892	2.355
27.	Rhode Island	284,882	6,424	2.255
28.	Michigan	2,323,679	50,744	2.184
29.	Nevada	170,405	3,716	2.181
30.	Kentucky	1,264,777	26,127	2.066
31.	Illinois	3,011,391	61,626	2.046
32.	New York	4,720,684	95,539	2.024
33.	Washington	812,781	15,998	1.968
34.	Nebraska	336,023	6,577	1.957
35.	Montana	166,593	3,242	1.946
36.	Virginia	1,567,357	30,341	1.936
37.	Colorado	545,061	10,383	1.905
38.	Ohio	2,801,394	52,136	1.861
39.	Tennessee	1,516,661	28,105	1.853
40.	Oklahoma	808,770	14,787	1.828
41.	Minnesota	885,300	16,026	1.810
42.	Indiana	1,437,961	25,552	1.777
43.	Maine	281,414	4,813	1.710
44.	Arizona	616,640	10,363	1.681
45.	North Dakota	161,789	2,597	1.605
46.	Massachusetts	1,309,752	20,772	1.586
47.	Mississippi	823,726	13,037	1.583
48.	Wisconsin	1,128,441	16,250	1.440
49.	Louisiana	1,290,389	15,469	1.199
50.	Pennsylvania	3,257,454	37,544	1.153
51.	Delaware	148,250	1,689	1.139
52.	Arkansas	763,890	8,503	1.113

Source: Dept. of Education

Table 4
Number of Agencies, Institutions, and Organizations Used to Provide Adult Education and Support Services, FY 1981

State or Territory	Business & Industry	Labor Unions	Community/ Jr. Colleges	Colleges & Universities	Hospitals	Churches	Fraternal/ Several Org.	Voluntary/ Comm. Orgs.	Manpower/ Trg. Agencies	Health Agencies	Vocational/ Tech. Schools	Libraries	Inst. for Handicapped	Correctional Insts.	Local educl. agencies	Anti-poverty Programs	Other - Public	Other - Private	Other*	Total
Total:	3276	175	503	478	883	3074	346	1818	1171	874	929	1054	890	794	2589	810	1232	312	1888	22,874
Alabama	249	7	53	32	64	285	38	138	64	67	86	80	56	49	164	63	214	18	897	2624
Alaska	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Arizona	10	3	8	6	5	5	-0-	17	19	8	3	-0-	13	9	25	10	10	4	57	212
Arkansas	74	3	3	3	16	44	9	20	36	27	11	12	14	11	40	10	20	9	6	368
California	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Colorado	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Connecticut	54	13	15	22	15	76	20	118	50	22	28	27	38	6	120	37	22	20	13	716
Delaware	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Florida	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Georgia	196	10	18	21	30	259	21	59	35	35	44	51	39	47	184	32	52	-0-	-0-	1133
Hawaii	-0-	12	8	8	8	0	5	110	4	7	33	47	5	3	7	5	10	7	29	308
Idaho	38	5	4	13	7	31	6	24	27	12	8	18	11	8	46	27	34	1	3	323
Illinois	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Indiana	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Iowa	130	15	15	13	32	73	20	36	39	8	15	39	102	24	152	35	71	12	140	971
Kansas	20	-0-	25	15	26	45	9	17	21	16	34	24	23	31	85	20	11	4	5	431
Kentucky	34	4	8	4	13	51	4	62	57	24	27	33	12	13	37	17	12	4	42	458
Louisiana	193	6	18	27	32	359	17	55	26	28	30	31	15	25	80	17	45	20	15	1029
Maine	81	-0-	7	21	18	35	10	37	32	35	19	40	36	9	44	55	26	19	35	539
Maryland	71	-0-	4	16	18	24	-0-	-0-	45	8	11	21	9	24	24	-0-	112	18	-0-	403
Massachusetts	108	8	67	56	40	65	33	186	119	23	18	89	34	43	119	38	30	7	50	1111
*Michigan	132	20	9	8	48	122	11	148	72	83	7	50	59	36	11	64	72	10	391	1353
Minnesota	287	7	34	22	36	264	1	156	89	90	41	77	43	39	179	71	82	17	18	1553
Mississippi	145	4	9	5	42	165	14	53	35	47	49	50	13	15	99	36	41	9	8	839
Missouri	185	12	18	31	31	162	10	75	60	21	24	33	44	38	203	21	10	12	8	998
Montana	29	9	8	9	8	46	-0-	15	18	12	8	11	9	15	48	21	13	5	9	293
Nebraska	102	-0-	16	10	12	41	8	44	19	13	2	25	11	16	85	24	44	7	7	486
Nevada	7	2	5	2	3	5	1	5	3	2	-0-	2	5	2	6	1	1	-0-	-0-	52
New Hampshire	75	5	9	30	15	66	9	47	25	29	11	32	11	10	75	14	32	17	15	527
New Jersey	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Mexico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New York	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Dakota	-0-	-0-	5	1	1	1	-0-	3	-0-	-0-	2	2	-0-	3	33	-0-	3	-0-	-0-	54
Ohio	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oklahoma	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oregon	13	4	21	4	11	36	4	62	47	24	8	14	16	22	108	35	33	10	1	479
*Pennsylvania	8	-0-	7	8	24	-0-	-0-	1	-0-	-0-	27	-0-	31	70	214	-0-	6	14	50	456
Rhode Island	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
*South Carolina	19	1	5	12	9	30	15	23	16	7	15	14	23	12	31	9	8	15	2	266
South Dakota	20	1	8	12	5	28	5	17	18	18	31	26	11	20	57	-0-	8	3	-0-	288
Tennessee	559	9	23	14	47	341	29	147	73	68	63	77	88	35	132	48	75	11	28	1867
Texas	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Utah	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Vermont	3	-0-	1	10	-0-	-0-	2	15	1	1	8	5	2	5	-0-	5	1	-0-	-0-	59
*Virginia	188	7	46	27	30	276	24	79	59	85	58	70	54	77	83	44	53	15	13	1288
*Washington	23	7	29	5	7	52	10	26	29	18	11	22	24	22	45	25	22	9	17	403
West Virginia	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Wisconsin	204	1	5	8	24	85	11	22	30	31	193	49	36	20	40	22	53	15	8	857
Wyoming	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Dist. of Columbia	25	1	-0-	1	5	1	-0-	-0-	1	5	1	1	2	31	2	2	2	2	1	83
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Samoa	2	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	1	-0-	1	-0-	-0-	6
Guam	-0-	-0-	1	1	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	1	1	1	1	3	-0-	-0-	10
No. Mariana Is.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Trust Territory	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	8	1	-0-	1	1	1	-0-	1	2	-0-	2	2	-0-	2	9	1	-0-	-0-	-0-	31

Source: Dept. of Education

Table 5
Number of Agencies, Institutions, and Organizations Providing ESL or Bilingual Education, FY 1981

State or Territory	Business & Industry	Labor Unions	Community/ Jr. Colleges	Colleges & Universities	Hospitals	Churches	Fraternal/ Several Org.	Voluntary/ Comm. Orgs.	Manpower/ Trg. Agencies	Health Agencies	Vocational/ Tech. Schools	Libraries	Inst. for Handicapped	Correctional Insts.	Local educl. agencies	Anti-poverty Programs	Other -* Public	Other -* Private	Other*	Total
Total:	90	9	80	44	53	218	25	110	48	38	86	43	37	31	236	52	50	26	58	1312
Alabama	1	-0-	4	1	2	1	-0-	3	-0-	-0-	1	1	2	1	4	1	2	-0-	2	26
Alaska	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Arizona	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Arkansas	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	-0-	5	-0-	3	-0-	-0-	10
California	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Colorado	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Connecticut	1	1	3	1	2	6	3	3	-0-	-0-	1	-0-	-0-	-0-	7	7	4	-0-	1	40
Delaware	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Florida	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Georgia	-0-	-0-	-0-	-0-	-0-	6	3	-0-	1	1	3	1	-0-	-0-	4	1	-0-	-0-	-0-	20
Hawaii	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	5	5	-0-	11
Idaho	7	-0-	1	3	1	5	-0-	1	-0-	-0-	1	2	1	-0-	7	-0-	-0-	5	2	36
Illinois	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Indiana	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Iowa	2	6	2	1	6	3	4	2	3	4	8	8	8	0	1	2	-0-	-0-	10	70
Kansas	-0-	-0-	9	1	6	11	5	4	1	3	1	3	-0-	4	5	1	3	1	-0-	58
Kentucky	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Louisiana	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	5
Maine	2	-0-	1	7	-0-	3	-0-	1	3	1	-0-	4	-0-	-0-	6	3	1	-0-	3	35
Maryland	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Massachusetts	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
*Michigan	7	-0-	3	3	-0-	31	-0-	15	6	3	-0-	5	7	1	2	1	14	1	5	104
Minnesota	54	-0-	5	3	10	27	2	22	11	11	1	-0-	5	3	32	8	4	-0-	-0-	208
Mississippi	-0-	-0-	2	-0-	3	5	-0-	-0-	-0-	-0-	11	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	22
Missouri	1	-0-	1	4	-0-	20	-0-	6	2	1	1	-0-	-0-	-0-	6	2	-0-	-0-	2	46
Montana	-0-	-0-	2	1	-0-	6	-0-	1	-0-	1	-0-	-0-	-0-	-0-	3	-0-	-0-	1	1	16
Nebraska	1	-0-	4	3	2	8	1	7	-0-	-0-	-0-	2	-0-	-0-	9	2	2	1	-0-	42
Nevada	-0-	-0-	3	5	6	-0-	-0-	5	1	2	-0-	2	3	2	5	1	1	-0-	-0-	36
New Hampshire	5	-0-	1	2	1	13	-0-	4	-0-	-0-	-0-	2	-0-	-0-	23	-0-	-0-	-0-	-0-	51
New Jersey	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Mexico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New York	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Dakota	-0-	-0-	-0-	-0-	-0-	2	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	8	-0-	-0-	-0-	-0-	10
Ohio	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oklahoma	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oregon	-0-	-0-	7	1	-0-	3	-0-	3	3	4	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	22
*Pennsylvania	4	-0-	3	4	6	-0-	-0-	-0-	-0-	-0-	9	-0-	9	16	62	-0-	2	2	25	142
Rhode Island	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
*South Carolina	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	2	-0-	-0-	-0-	2	-0-	-0-	-0-	-0-	5
South Dakota	-0-	1	-0-	-0-	5	-0-	-0-	-0-	-0-	-0-	1	4	-0-	2	7	-0-	1	-0-	-0-	21
Tennessee	-0-	-0-	-0-	-0-	-0-	6	3	4	-0-	2	2	3	1	-0-	1	13	-0-	3	1	39
Texas	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Utah	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Vermont	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	1
Virginia	1	-0-	2	1	-0-	38	3	6	3	1	2	3	1	-0-	7	-0-	-0-	-0-	4	72
Washington	-0-	1	23	3	1	16	-0-	15	9	-0-	8	3	-0-	2	11	10	4	4	-0-	110
West Virginia	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Wisconsin	3	-0-	2	-0-	2	8	1	7	3	4	1	-0-	-0-	-0-	9	-0-	3	3	2	48
Wyoming	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Dist. of Columbia	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Samoa	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guam	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	2
[illegible] Mariana Is.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Trust Territory	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	4	-0-	-0-	-0-	-0-	4

Source: Dept. of Education

Table 6
Full-Time Employees in Adult Basic and Secondary Education, by State and Outlying Areas, FY 1981

State or Territory	All paid personnel	State administrative and supervisory personnel	Local administrative and supervisory personnel	Local teachers	Local counselors	Local paraprofessionals
Total:	15,607	220	1,438	11,670	612	1,667
Alabama	141	10	40	67	2	22
Alaska	60	1	18	28	0	13
Arizona	48	4	5	25	0	12
Arkansas	130	10	21	73	5	21
California	2,049	0	0	2,049	0	0
Colorado	104	0	20	58	2	24
Connecticut	135	3	24	92	11	5
Delaware	77	1	5	38	31	2
Florida	2,677	20	349	1,970	199	139
Georgia	84	5	17	51	0	11
Hawaii	3	1	0	2	0	0
Idaho	46	1	7	26	0	12
Illinois	1,777	37	36	1,498	58	148
Indiana	280	0	29	157	6	88
Iowa	105	3	27	53	14	8
Kansas	61	1	24	23	2	11
Kentucky	189	9	2	24	0	134
Louisiana	101	2	10	75	1	13
Maine	50	1	15	29	3	2
Maryland	183	12	12	131	12	16
Massachusetts	199	10	19	128	17	25
Michigan	586	3	95	348	23	117
Minnesota	104	1	14	56	13	20
Mississippi	22	5	7	6	3	1
Missouri	105	4	19	62	0	20
Montana	30	1	4	17	1	7
Nebraska	11	1	3	6	0	1
Nevada	17	2	7	5	3	0
New Hampshire	26	2	11	11	2	0
New Jersey	243	3	24	187	17	12
New Mexico	88	1	18	47	1	21
New York	856	9	44	654	48	101
North Carolina	294	3	51	170	21	49
North Dakota	26	1	4	17	2	2
Ohio	473	3	45	263	15	147
Oklahoma	97	4	9	75	3	6
Oregon	104	0	24	58	10	12
Pennsylvania	70	0	9	43	11	7
Rhode Island	14	2	7	1	1	3
South Carolina	1,912	10	54	1,725	16	107
South Dakota	80	2	14	27	11	26
Tennessee	28	0	16	11	1	0
Texas	875	4	154	583	9	125
Utah	238	2	29	177	13	17
Vermont	68	0	4	45	0	19
Virginia	76	12	12	34	0	18
Washington	117	1	8	88	3	17
West Virginia	118	5	0	98	0	15
Wisconsin	156	1	20	104	6	25
Wyoming	37	2	5	20	5	5
Dist. of Columbia	138	1	28	46	6	57
Puerto Rico	96	0	16	71	5	4
American Samoa	6	1	1	4	0	0
Guam	3	2	0	1	0	0
No. Mariana Is.	)	)	)	)	)	)
Trust Territory	) 13	) 0	) 0	) 13	) 0	) 0
Virgin Islands	3	1	2	0	0	0

Source: Dept. of Education

Table 7
Part-Time Employees in Adult Basic and Secondary Education, by State and Outlying Areas, FY 1981

State or Territory	All paid personnel	State administrative and supervisory personnel	Local administrative and supervisory personnel	Local teachers	Local counselors	Local paraprofessionals
Total:	41,188	156	2,509	33,096	1,555	3,872
Alabama	849	3	46	686	8	106
Alaska	81	3	4	43	0	31
Arizona	281	0	17	172	1	91
Arkansas	254	0	41	133	10	70
California	3,072	0	0	3,072	0	0
Colorado	227	0	17	160	2	48
Connecticut	715	1	19	604	51	40
Delaware	30	0	3	0	0	27
Florida	6,703	0	73	6,299	161	170
Georgia	817	0	73	597	17	130
Hawaii	485	1	10	474	0	0
Idaho	166	0	6	95	3	62
Illinois	1,270	37	38	982	94	119
Indiana	408	0	30	263	9	106
Iowa	763	0	10	686	9	58
Kansas	332	0	17	255	26	34
Kentucky	599	0	70	476	45	8
Louisiana	469	0	53	321	6	89
Maine	266	2	24	180	29	31
Maryland	596	23	24	458	35	56
Massachusetts	474	0	43	319	41	71
Michigan	1,205	4	107	690	38	316
Minnesota	548	1	59	389	39	80
Mississippi	495	0	56	403	11	25
Missouri	842	2	30	719	0	91
Montana	72	0	10	40	15	7
Nebraska	305	0	32	218	5	50
Nevada	73	0	3	48	8	14
New Hampshire	303	0	40	174	38	51
New Jersey	803	0	66	624	91	22
New Mexico	170	0	7	122	5	36
New York	1,903	0	49	1,602	46	206
North Carolina	1,284	0	100	1,044	42	98
North Dakota	129	0	17	100	6	6
Ohio	1,017	1	158	620	28	210
Oklahoma	455	0	36	377	10	32
Oregon	523	2	15	361	14	131
Pennsylvania	1,576	0	244	1,016	248	68
Rhode Island	157	0	12	122	9	14
South Carolina	12,126	10	134	1,725	57	210
South Dakota	140	0	21	102	6	11
Tennessee	1,143	0	121	984	16	42
Texas	2,844	7	263	2,068	86	420
Utah	752	0	33	652	33	34
Vermont	28	0	1	25	0	2
Virginia	861	51	52	585	19	154
Washington	431	0	34	312	27	58
West Virginia	192	0	0	192	0	0
Wisconsin	396	0	1	346	5	44
Wyoming	71	0	5	45	5	16
Dist. of Columbia	376	0	13	324	1	38
Puerto Rico	804	14	148	573	36	33
American Samoa	25	0	0	25	0	0
Guam	47	1	0	46	0	0
No. Mariana Is.	)	)	)	)	)	)
Trust Territory	) 85	) 3	) 8	) 73	) 0	) 1
Virgin Islands	150	0	16	115	14	5

Source: Dept. of Education

Table 8
Race/Ethnic Group of Participants in Functional Level I by State, FY 1981

State or Territory	American Indian or Alaskan Native	Asian or Pacific Islanders	Black	Hispanic	White	Total Level I	% in Level I
Total:	13,212	211,031	341,341	408,003	633,505	1,607,092	71.1
Alabama	77	586	12,034	114	15,588	28,399	61.1
Alaska	1,713	368	173	248	1,439	3,941	57.5
Arizona	342	1,155	471	5,901	2,494	10,363	100.0
Arkansas	32	365	2,030	318	2,837	5,582	65.6
California	147	96,642	48,092	177,124	55,382	376,387	100.0
Colorado	192	296	756	3,089	3,339	7,762	73.9
Connecticut	24	2,330	2,189	4,331	6,437	15,311	68.7
Delaware	-0-	73	523	95	458	1,149	68.0
Florida	668	4,742	50,380	52,556	149,218	257,564	51.1
Georgia	14	5,071	8,268	2,419	12,570	28,342	53.3
Hawaii	18	19,439	28	168	1,932	21,585	100.0
Idaho	487	637	86	1,218	9,192	11,620	82.7
Illinois	271	4,869	18,029	10,200	16,179	49,548	80.4
Indiana	377	1,877	3,904	1,848	14,771	22,377	87.6
Iowa	190	2,027	962	737	18,158	22,074	79.6
Kansas	87	1,205	1,045	626	3,322	6,285	41.7
Kentucky	33	365	4,046	293	14,998	19,735	75.5
Louisiana	32	450	5,468	406	6,163	12,519	80.9
Maine	34	210	21	94	3,413	3,772	78.4
Maryland	88	3,457	10,077	2,551	10,500	26,673	86.3
Massachusetts	62	1,318	2,168	2,815	5,580	11,741	56.5
Michigan	379	4,495	19,202	4,263	22,405	50,744	100.0
Minnesota	997	4,059	1,066	556	4,494	11,172	69.7
Mississippi	30	311	4,757	95	3,954	9,147	70.2
Missouri	324	1,254	8,182	572	20,612	30,924	88.4
Montana	316	242	18	132	1,628	2,336	72.1
Nebraska	185	814	878	709	3,131	5,717	86.9
Nevada	86	808	149	1,777	896	3,716	100.0
New Hampshire	3	143	20	128	3,215	3,509	71.7
New Jersey	117	2,750	8,940	16,975	11,087	39,869	81.8
New Mexico	269	685	126	3,954	1,059	6,095	46.0
New York	614	10,470	17,804	26,134	21,410	76,432	80.0
North Carolina	755	1,128	14,948	1,120	16,191	34,178	38.5
North Dakota	378	236	5	86	1,372	2,077	80.0
Ohio	280	2,663	13,757	1,788	25,434	43,922	84.2
Oklahoma	866	1,028	1,636	1,072	7,908	12,510	84.6
Oregon	229	4,669	407	3,566	7,743	16,614	61.2
Pennsylvania	68	2,440	7,445	2,745	17,452	30,150	80.3
Rhode Island	7	828	212	594	3,341	4,982	77.6
South Carolina	131	1,587	19,132	504	15,282	36,736	46.3
South Dakota	685	190	1	41	1,493	2,442	58.4
Tennessee	87	1,479	6,11[illegible]	333	15,815	23,831	84.8
Texas	351	5,131	17,911	36,033	32,850	92,276	59.6
Utah	151	851	66	545	2,856	4,469	20.0
Vermont	14	187	13	20	3,960	4,194	92.4
Virginia	35	4,972	8,891	2,421	9,178	25,495	84.0
Washington	452	4,185	479	1,980	5,628	12,724	79.5
West Virginia	74	394	1,129	175	8,985	10,737	68.6
Wisconsin	421	1,348	1,680	2,420	8,024	13,893	85.5
Wyoming	20	96	32	239	1,168	1,555	80.5
Dist. of Columbia	-0-	1,226	13,186	1,857	947	17,195	74.9
Puerto Rico	-0-	-0-	-0-	27,853	-0-	27,853	92.8
American Samoa	-0-	102	-0-	-0-	-0-	102	18.0
Guam	-0-	696	-0-	-0-	4	702	41.0
No. Mariana Is.	-0-	160	-0-	-0-	-0-	160	69.0
Trust Territory	-0-	3,116	-0-	-0-	-0-	3,116	75.0
Virgin Islands	-0-	8	2,273	565	33	2,879	75.3

Source: Dept. of Education

Table 9
Race/Ethnic Group of Participants in Functional Level II by State, FY 1981

State or Territory	American Indian or Alaskan Native	Asian or Pacific Islanders	Black	Hispanic	White	Total Level I	TOTAL PARTICIPANTS LEVEL I & LEVEL II
Total:	7,307	24,844	160,832	99,886	361,691	654,160	2,261,252
Alabama	51	373	7,848	72	9,908	18,052	46,451
Alaska	660	320	183	189	1,601	2,913	6,854
Arizona	-0-	-0-	-0-	-0-	-0-	-0-	10,363
Arkansas	2	44	1,235	27	1,613	2,921	8,503
California	-0-	-0-	-0-	-0-	-0-	-0-	387,387
Colorado	68	105	267	1,091	1,180	2,711	10,383
Connecticut	5	245	2,036	791	3,900	6,977	22,288
Delaware	-0-	35	245	45	215	540	1,689
Florida	635	4,526	48,129	50,208	142,549	246,047	503,611
Georgia	2	99	14,911	197	9,840	24,849	53,191
Hawaii	-0-	-0-	-0-	-0-	-0-	-0-	21,585
Idaho	128	146	18	134	2,002	2,428	14,048
Illinois	67	1,187	4,394	2,486	3,944	12,078	61,326
Indiana	54	237	554	234	2,096	3,175	25,552
Iowa	37	8	228	138	5,244	5,655	27,729
Kansas	131	272	1,150	281	6,945	8,779	15,064
Kentucky	2	83	1,226	89	4,992	6,392	26,127
Louisiana	12	41	1,574	32	1,291	2,950	15,469
Maine	10	8	4	1	1,020	1,041	4,813
Maryland	-0-	322	1,374	271	2,252	4,219	30,892
Massachusetts	58	813	1,400	967	5,793	9,031	20,722
Michigan	-0-	-0-	-0-	-0-	-0-	-0-	50,744
Minnesota	693	150	515	98	3,398	4,854	16,026
Mississippi	9	94	1,870	27	2,090	3,890	13,037
Missouri	82	74	612	51	3,272	4,041	34,965
Montana	95	9	5	11	786	906	3,242
Nebraska	21	9	104	31	695	860	6,577
Nevada	-0-	-0-	-0-	-0-	-0-	-0-	3,716
New Hampshire	5	18	32	17	1,311	1,383	4,892
New Jersey	51	111	2,462	1,576	4,647	8,847	48,716
New Mexico	835	156	190	3,032	2,928	7,141	13,236
New York	153	2,817	4,451	6,533	5,353	19,107	95,539
North Carolina	885	630	17,933	418	34,797	54,663	88,841
North Dakota	95	59	1	22	343	520	2,597
Ohio	54	498	2,573	334	4,755	8,214	52,136
Oklahoma	124	85	271	36	1,781	2,277	14,787
Oregon	303	128	145	275	9,704	10,555	27,169
Pennsylvania	24	59	1,179	212	5,920	7,394	37,544
Rhode Island	10	24	39	24	1,345	1,442	6,424
South Carolina	13	472	19,518	247	22,294	42,544	79,280
South Dakota	627	14	8	15	1,072	1,736	4,178
Tennessee	11	74	1,921	32	2,236	4,274	28,105
Texas	243	3,483	12,164	24,447	22,307	62,664	154,920
Utah	606	3,406	267	2,179	11,424	17,882	22,351
Vermont	-0	1	-0-	-0-	345	346	4,540
Virginia	10	393	1,355	187	2,901	4,846	30,341
Washington	283	618	99	180	2,116	3,274	15,998
West Virginia	20	29	301	24	4,552	4,926	15,663
Wisconsin	120	88	32	97	2,040	2,357	16,250
Wyoming	13	62	21	157	764	1,017	2,572
Dist. of Columbia	-0-	71	5,331	182	172	5,756	22,951
Puerto Rico	-0-	-0-	-0-	2,177	-0-	2,177	30,030
American Samoa	-0-	397	-0-	-0-	67	464	566
Guam	-0-	932	2	-0-	76	1,010	1,712
No. Mariana Is.	-0-	72	-0-	-0-	-0-	72	232
Trust Territory	-0-	1,039	-0-	-0-	-0-	1,039	4,155
Virgin Islands	-0-	2	875	52	15	944	3,823

Source: Dept. of Education

Table 10
Sex and Age of Participants in Basic and Secondary Program, FY 1981

	956,680		886,836		270,935		146,801	
State or Territory	Ages 16–24 Male	Ages 16–24 Female	Ages 25–44 Male	Ages 25–44 Female	Ages 45–59 Male	Ages 45–59 Female	Ages 60 & older Male	Ages 60 & older Female
Totals	463,353	493,327	400,261	486,575	115,601	155,334	57,620	89,181
Alabama	8,511	11,327	8,147	10,893	2,219	3,860	2,078	3,616
Alaska	1,656	1,812	1,094	1,312	228	322	154	276
Arizona	2,758	2,260	1,823	2,397	266	607	37	55
Arkansas	2,045	1,922	1,178	1,584	380	554	406	436
California	91,869	78,258	82,926	70,840	24,390	20,776	4,065	3,463
Colorado	2,109	2,526	1,907	2,285	614	735	94	113
Connecticut	4,595	4,356	4,271	5,839	1,171	1,672	244	340
Delaware	326	432	307	405	88	115	7	9
Florida	73,848	98,894	72,992	97,550	39,005	52,128	29,701	39,693
Georgia	9,052	9,887	11,128	14,609	2,702	2,941	681	2,191
Hawaii	2,329	4,418	2,328	4,418	1,371	3,326	1,144	2,251
Idaho	4,417	4,310	1,855	2,910	241	439	27	49
Illinois	8,478	7,430	18,329	20,534	2,504	3,452	363	536
Indiana	4,970	7,083	4,474	6,353	913	1,264	204	291
Iowa	8,313	9,412	2,758	2,820	901	1,646	521	1,558
Kansas	3,901	5,046	1,940	2,980	271	672	87	167
Kentucky	6,365	9,626	3,817	5,116	526	1,070	248	359
Louisiana	4,320	4,586	1,335	2,649	388	899	396	897
Maine	914	848	789	1,055	222	438	109	428
Maryland	5,858	8,090	5,300	7,319	1,557	2,150	260	358
Massachusetts	4,786	4,457	4,119	4,706	786	1,363	204	351
Michigan	9,625	8,045	11,972	10,807	2,953	3,746	1,250	2,346
Minnesota	3,470	3,410	3,409	3,352	978	960	226	221
Mississippi	2,689	4,248	1,292	3,186	323	903	121	275
Missouri	8,893	9,578	4,818	7,506	1,392	1,947	350	879
Montana	868	987	504	811	58	157	18	39
Nebraska	1,704	1,884	954	1,346	199	341	52	97
Nevada	897	725	748	749	288	215	43	51
New Hampshire	1,117	1,120	681	1,075	236	385	46	232
New Jersey	11,769	10,911	9,054	12,000	1,507	2,620	366	489
New Mexico	3,355	3,579	2,056	3,059	387	680	44	76
New York	18,705	24,000	17,281	22,175	5,022	6,443	837	1,074
North Carolina	23,898	19,481	13,103	18,607	2,430	4,507	2,017	4,798
North Dakota	532	703	446	589	128	168	13	18
Ohio	9,482	14,105	8,563	12,738	2,506	3,729	407	606
Oklahoma	2,885	4,252	2,852	3,319	329	678	147	345
Oregon	9,166	8,259	3,831	3,935	614	907	282	175
Pennsylvania	8,864	7,522	7,065	7,802	1,253	2,045	836	2,157
Rhode Island	1,315	1,439	1,385	1,517	306	335	61	66
South Carolina	10,644	11,924	15,014	21,634	4,408	7,699	2,682	5,275
South Dakota	1,338	1,196	568	738	83	165	63	27
Tennessee	6,061	5,538	4,321	7,131	811	1,917	711	1,615
Texas	40,258	33,646	28,036	31,405	3,062	5,752	4,205	8,556
Utah	1,758	1,957	7,727	8,984	596	1,032	66	231
Vermont	758	1,371	687	1,242	125	288	16	53
Virginia	5,848	7,137	4,787	8,814	958	2,001	257	521
Washington	3,559	3,548	3,749	3,958	544	880	129	131
West Virginia	3,689	4,758	1,902	3,855	302	837	102	218
Wisconsin	4,852	3,424	3,211	3,097	517	742	178	229
Wyoming	513	759	432	640	65	97	27	39
Dist. of Columbia	5,960	7,422	2,732	5,065	607	1,019	36	110
Puerto Rico	7,321	6,493	6,685	5,928	1,114	987	796	706
American Samoa	115	175	90	100	25	30	10	21
Guam	645	487	351	224	20	4	1	-0-
No. Mariana Is.	47	39	43	36	33	27	4	3
Trust Territory	890	844	821	595	626	454	73	52
Virgin Islands	663	1,442	364	980	53	208	100	13

Source: Dept. of Education

Female 1,224,417 54.2%
Male 1,036,835 45.8%

Table 11
Status of Participants Upon Entry Into Program by State, FY 1981

State or Territory	Employed	Unemployed (Available for work)	Unemployed (Not Available for work force)	Receiving public assistance	Handicapped Adults	Adults w/limited English proficiency	Adults in rural areas	Adults in urban areas (w/high rates of unemployment)	Immigrant Adults	Institutionalized Adults
Totals	837,975	1,051,848		373,878	60,866	599,508	284,832	1,236,920	137,896	138,775
Alabama	14,386	13,616	9,700	14,503	2,526	2,755	20,742	15,901	791	3,352
Alaska	1,940	1,837	955	730	500	680	3,048	1,587	205	271
Arizona	3,935	2,897	3,731	1,169	366	4,636	302	9,195	-0-	315
Arkansas	2,942	3,840	1,921	2,180	1,397	1,214	3,192	1,801	580	1,236
California	156,790	219,490		52,883	N/A	207,025	4,562	266,420	N/A	4,210
Colorado	3,055	4,213	N/A	1,177	N/A	3,283	1,552	4,606	N/A	746
Connecticut	9,981	4,703	6,106	2,931	1,440	8,570	543	11,405	3,866	3,012
Delaware	508	421		326	N/A	199	389	609	N/A	112
Florida	186,636	234,179		83,096	N/A	92,865	28,219	341,781	N/A	32,975
Georgia	21,037	22,656	7,270	8,514	3,006	7,882	10,135	25,808	6,966	5,761
Hawaii	7,593	13,992	N/A	4,326	153	12,951	708	20,877	2,092	99
Idaho	6,136	5,346	1,952	1,437	200	2,866	3,685	4,147	954	662
Illinois	12,048	42,530	N/A	202	N/A	19,731	205	48,645	N/A	4,332
Indiana	8,824	9,753	N/A	3,523	N/A	4,303	3,489	11,578	N/A	2,104
Iowa	7,018	7,773	5,885	5,807	5,048	2,172	8,951	6,963	1,621	4,604
Kansas	5,974	4,811	1,840	2,322	3,013	1,995	4,201	3,705	1,374	865
Kentucky	9,436	11,742	4,882	3,018	2,408	2,834	9,853	11,631	459	1,237
Louisiana	5,225	3,519	1,892	1,506	208	320	3,929	1,661	390	685
Maine	1,517	1,445	1,554	1,563	630	618	2,179	1,470	311	789
Maryland	10,057	7,307	N/A	1,780	N/A	5,247	2,783	20,874	N/A	766
Massachusetts	7,995	7,899	N/A	3,718	2,208	7,992	891	12,340	6,845	1,854
Michigan	8,290	25,460	8,301	22,170	6,529	10,924	4,619	33,215	6,498	5,330
Minnesota	5,406	4,337	4,322	7,451	1,070	5,054	2,715	8,108	4,786	1,076
Mississippi	5,441	3,474	1,744	2,355	585	574	6,051	2,125	277	486
Missouri	15,271	15,620	4,074	6,599	2,534	2,531	13,387	17,536	1,690	4,013
Montana	932	1,845	635	515	208	688	282	697	211	295
Nebraska	2,537	2,027	705	811	383	1,184	1,799	1,537	759	601
Nevada	2,184	1,532	-0-	481	394	2,830	382	1,475	2,164	223
New Hampshire	2,542	1,268	1,027	513	173	620	656	631	266	100
New Jersey	27,950	14,825	N/A	4,611	1,550	18,391	3,351	27,107	18,791	1,629
New Mexico	8,031	3,222	2,866	2,124	327	4,661	2,600	2,366	4,269	565
New York	35,724	28,749		24,251	1,358	40,820	5,899	71,234	34,706	2,873
North Carolina	47,914	8,108		14,859	N/A	23,543	22,389	12,048	N/A	8,326
North Dakota	845	1,249	N/A	711	N/A	390	749	-0-	390	490
Ohio	18,563	30,555	N/A	12,056	N/A	7,894	3,202	29,286	N/A	5,129
Oklahoma	5,329	2,519	1,428	1,187	437	2,027	2,994	2,639	1,691	3,079
Oregon	12,188	10,863	3,545	3,228	1,647	7,833	1[illegible]240	12,262	7,037	351
Pennsylvania	10,126	26,983	N/A	10,851	N/A	5,020	2,262	17,190	N/A	7,123
Rhode Island	2,385	1,591	530	549	N/A	2,037	692	1,488	2,037	344
South Carolina	35,341	28,777	10,384	6,859	1,832	1,807	24,520	12,828	2,410	10,809
South Dakota	1,098	1,259	537	534	207	387	959	336	128	555
Tennessee	9,320	814	3,854	5,893	1,799	2,226	8,206	10,138	625	1,733
Texas	55,642	58,485		25,900	12,950	31,921	8,093	66,918	N/A	5,900
Utah	1,172	636	N/A	1,917	N/A	4,236	4,190	18,161	5,100	272
Vermont	1,191	1,890	980	1,432	597	312	4,178	362	230	156
Virginia	15,497	10,047	4,797	3,896	1,255	8,563	3,050	18,049	6,427	1,150
Washington	4,310	3,880	3,301	2,839	765	6,707	4,058	4,198	3,733	923
West Virginia	4,408	8,225	3,030	2,209	1,145	606	15,663	-0-	481	1,515
Wisconsin	4,659	9,482	N/A	4,202	N/A	3,959	2,865	6,848	1,712	504
Wyoming	657	940	N/A	256	N/A	493	65	[illegible]	N/A	159
Dist. of Columbia	4,299	3,931	N/A	614	35	2,994	-0-	22,951	3,956	175
Puerto Rico	4,931	8,306	N/A	8,418	N/A	5,521	5,840	8,845	815	3,124
American Samoa	317	25	N/A	-0-	N/A	102	566	0	250	50
Guam	805	907	N/A	-0-	N/A	183	1,712	0	183	52
No. Mariana Is. Trust Territory	642	3,077	N/A	12	N/A	2,148	1,045	0	N/A	13
Virgin Islands	1,186	817	-0-	223	15	85	-0-	3,739	N/A	65
56 States w/1,757,841 participants	56 States w/1,868,800 participants	55 States w/1,275,411 participants	37 States participants	56 States participants	57 States w/1,354,363	57 States	42 States participants	57 States		
77.7%	77.7%	73.8%	56.4%	98.1%	100%	100%	59.9%	10[illegible]%		
37.06%	46.5%	16.5%	4.8%	26.5%	12.6%	54.7%	10.2%	6.1%		

Source: Dept. of Education

Table 12
Achievements of Program Participants—Educational, Societal, Economic, by State
FY 1981

State or Territory	Personal Satisfaction & Increased self-confidence	Improved Competencies—Govt. and Law	Improved Competencies—Community Resources	Improved Competencies—Consumer Economics	Improved Competencies—Parenting	Improved Competencies—Occupational Knowledge	Improved Competencies—Health Care	Improved Competencies—Other
Total:	564,572	188,889	189,464	172,599	63,882	187,919	135,647	38,944
Alabama	24,187	13,018	15,847	17,566	6,565	15,106	13,371	3,530
Alaska	3,883	962	1,507	1,219	407	2,015	1,013	978
Arizona	8,452	129	NA	483	203	639	2,099	3,193
Arkansas	3,680	1,463	1,321	1,571	916	1,667	2,166	350
California	NA	NA	NA	NA	NA	NA	NA	NA
Colorado	NA	NA	NA	NA	NA	NA	NA	NA
Connecticut	13,883	6,872	8,066	6,948	3,963	8,710	6,426	107
Delaware	NA	NA	NA	NA	NA	NA	NA	NA
Florida	NA	NA	NA	NA	NA	NA	NA	NA
Georgia	30,115	27,770	27,856	29,806	4,072	25,939	20,894	1,724
Hawaii	17,983	17,983	NA	NA	NA	NA	NA	NA
Idaho	8,117	2,304	296	619	175	1,826	1,036	2,000
Illinois	NA	NA	NA	NA	NA	NA	NA	NA
Indiana	NA	NA	NA	NA	NA	NA	NA	NA
Iowa	10,666	3,063	3,598	4,032	3,332	4,088	3,026	1,854
Kansas	7,906	2,884	2,559	2,797	464	1,268	1,437	1,868
Kentucky	12,707	3,927	3,593	3,256	2,094	4,842	7,859	781
Louisiana	7,511	2,822	2,998	2,838	1,015	3,520	1,867	291
Maine	3,237	462	879	1,040	533	897	909	260
Maryland	NA	NA	NA	NA	NA	NA	NA	NA
Massachusetts	8,375	2,117	2,576	2,715	1,908	4,792	2,421	258
Michigan	34,788	8,553	15,669	15,996	3,381	10,448	7,277	2,866
Minnesota	10,430	1,895	4,330	2,145	1,498	1,908	1,599	484
Mississippi	8,270	4,456	4,293	4,729	2,664	3,802	3,798	934
Missouri	21,927	9,887	11,219	12,709	6,232	9,804	9,148	2,892
Montana	2,321	1,175	776	1,431	242	691	353	61
Nebraska	3,585	1,157	920	1,651	342	1,358	608	485
Nevada	1,038	95	234	316	132	192	48	102
New Hampshire	2,045	884	880	1,017	124	481	290	247
New Jersey	27,234	4,199	4,510	4,811	1,848	4,554	2,933	NA
New Mexico	8,118	2,170	1,213	5,433	315	2,978	930	904
New York	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	NA	NA	NA	NA	NA	NA	NA	NA
North Dakota	543	NA	NA	180	NA	NA	NA	20
Ohio	NA	NA	NA	NA	NA	NA	NA	NA
Oklahoma	8,251	3,587	3,484	3,213	1,893	3,241	3,189	453
Oregon	15,494	4,947	7,207	4,475	997	4,597	4,342	1,417
Pennsylvania	NA	NA	NA	NA	NA	15,523	NA	NA
Rhode Island	3,649	3,103	2,885	3,156	2,284	3,762	2,999	2,689
South Carolina	21,479	18,273	17,885	14,312	7,177	14,882	19,267	3,161
South Dakota	2,344	558	759	992	129	577	588	37
Tennessee	19,316	4,878	6,099	5,422	2,167	3,930	3,982	1,274
Texas	154,920	NA	NA	NA	NA	NA	NA	NA
Utah	NA	NA	NA	NA	NA	NA	NA	NA
Vermont	4,540	746	1,183	1,236	834	1,319	861	851
Virginia	11,873	6,041	7,528	7,903	2,344	4,066	4,634	NA
Washington	11,080	2,481	1,827	1,841	2,612	1,265	1,128	1,215
West Virginia	10,556	3,129	4,653	3,348	1,020	3,740	2,203	489
Wisconsin	16,250	NA	NA	NA	NA	NA	NA	NA
Wyoming	NA	NA	NA	NA	NA	NA	NA	NA
Dist. of Columbia	793	NA	NA	NA	NA	177	NA	1,629
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA
American Samoa	45	35	25	40	-0-	50	15	-0-
Guam	NA	115	NA	NA	NA	94	NA	NA
No. Mariana Is.	NA	NA	NA	NA	NA	NA	NA	NA
Trust Territory	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	3,200	1,371	1,371	1,371	NA	1,371	1,371	NA
Source: Dept. of Education	**40 States w/516,000 participants 40.8%**	**37 States w/720,994 participants 31.9%**	**34 States w/887,334 participants 30.4%**	**38 States w/700,294 participants 31.0%**	**34 States w/993,874 participants 30.7%**	**38 States w/789,904 participants 33.6%**	**35 States w/897,897 participants 30.9%**	**34 States w/840,365 participants 28.3%**
	61.6%	**23.4%**	**24.7%**	**24.6%**	**9.2%**	**22.1%**	**19.4%**	**6.1%**

Table 12
Achievements of Program Participants—Educational, Societal, Economic, by State—Continued
FY 1981

State or Territory	Level I Learned Reading, Writing, & Math Skills*	Obtained High School Diploma	Passed GED Test	Learned English Language*	Entered Another Educ./ Training Program
Total:	340,346	53,496	202,328	156,187	140,925
Alabama	7,781	638	4,054	771	4,224
Alaska	2,947	356	1,303	815	611
Arizona	2,859	689	521	1,918	1,088
Arkansas	3,242	202	793	1,165	732
California	NA	7,235	4,754	NA	21,737
Colorado	NA	448	1,744	NA	623
Connecticut	15,314	387	2,308	8,570	916
Delaware	NA	69	94	NA	59
Florida	NA	7,046	31,255	NA	23,646
Georgia	17,874	189	4,107	4,313	4,546
Hawaii	17,983	37	24	2,092	92
Idaho	5,808	611	3,707	1,130	1,180
Illinois	NA	5,890	5,979	NA	11,460
Indiana	NA	398	3,938	NA	2,037
Iowa	11,948	1,001	4,708	1,836	1,390
Kansas	2,899	330	5,326	2,938	2,019
Kentucky	7,987	68	5,585	445	1,642
Louisiana	5,120	1,392	1,312	456	1,275
Maine	1,562	99	441	454	255
Maryland	NA	1,181	1,181	NA	444
Massachusetts	9,147	2,083	5,449	6,264	2,467
Michigan	25,729	926	2,324	8,114	2,004
Minnesota	8,947	165	2,576	5,251	1,891
Mississippi	6,424	25	1,404	274	1,410
Missouri	19,[illegible]	207	4,035	1,855	2,816
Montana	1,869	27	1,030	136	745
Nebraska	3,612	269	1,661	765	494
Nevada	1,467	-0-	42	1,360	358
New Hampshire	803	189	844	620	319
New Jersey	21,145	1,117	4,006	22,181	1,262
New Mexico	3,454	9	2,429	4,222	1,743
New York	20,578	3,026	19,141	2,761	6,712
North Carolina	NA	5,175	17,556	NA	10,447
North Dakota	2,077	543	543	390	206
Ohio	NA	1,152	5,439	NA	4,417
Oklahoma	7,762	9	2,924	1,848	863
Oregon	12,130	622	3,186	9,732	1,868
Pennsylvania	NA	1,014	3,895	2,313	3,081
Rhode Island	1,636	10	1,138	1,245	415
South Carolina	14,090	2,025	5,222	1,410	1,106
South Dakota	1,261	79	891	204	392
Tennessee	16,366	1,033	2,870	1,570	966
Texas	15,666	1,855	12,132	31,891	5,480
Utah	1,953	2,034	924	4,235	738
Vermont	1,105	31	567	211	424
Virginia	12,583	103	2,043	8,073	1,504
Washington	7,199	268	2,029	5,596	859
West Virginia	4,197	126	7,390	439	1,340
Wisconsin	13,900	299	3,191	3,959	3,165
Wyoming	NA	237	594	NA	236
Dist. of Columbia	52	265	1,016	1,318	735
Puerto Rico	NA	480	418	NA	576
American Samoa	102	-0-	4	499	-0-
Guam	702	31	66	688	14
No. Mariana Is.	)	)	)	)	)
Trust Territory	) NA	) -0-	) 12	) NA	) 1
Virgin Islands	1,371	198	291	80	95
Source: Dept. of Education	**43 States w/1,036,602 participants**	**57 States**	**57 States**	**44 States w/1,073,146 participants**	**57 States**
	46.8%	**100%**	**100%**	**47.8%**	**100%**
	32.9%	**2.4%**	**8.9%**	**14.8%**	**8.2%**

Table 12
Achievements of Program Participants—Educational, Societal, Economic, by State—Continued
FY 1981

State or Territory	Received U.S. Citizenship	Voted for First Time	Obtained Job	Obtained Better Job or Salary Increase	Removed from Public Assistance
Total:	13,937	40,060	117,236	74,134	27,877
Alabama	40	1,538	3,515	1,864	1,109
Alaska	41	179	608	183	119
Arizona	27	31	545	241	84
Arkansas	22	235	892	198	232
California	3,987	3,882	29,259	16,852	7,926
Colorado	103	96	377	196	96
Connecticut	364	401	1,186	732	345
Delaware	8	50	116	52	32
Florida	3,133	3,133	10,699	11,107	NA
Georgia	78	1,829	4,921	3,001	1,833
Hawaii	381	159	816	363	239
Idaho	79	17	1,443	1,799	132
Illinois	180	10,491	6,482	5,866	66
Indiana	118	478	1,722	1,156	802
Iowa	108	235	1,460	596	323
Kansas	12	125	567	594	140
Kentucky	27	996	2,376	1,006	696
Louisiana	25	304	933	532	179
Maine	16	91	302	91	134
Maryland	87	198	673	434	402
Massachusetts	896	448	4,206	2,868	191
Michigan	321	1,318	3,351	800	1,892
Minnesota	88	185	980	239	464
Mississippi	33	597	1,426	887	594
Missouri	84	726	2,388	1,085	789
Montana	8	82	339	97	39
Nebraska	54	81	414	208	80
Nevada	77	61	441	465	201
New Hampshire	22	92	322	207	87
New Jersey	126	119	1,444	756	121
New Mexico	127	103	831	616	433
New York	520	1,818	3,998	1,812	2,279
North Carolina	NA	NA	3,192	1,836	NA
North Dakota	6	20	153	89	44
Ohio	194	1,439	2,891	1,383	1,700
Oklahoma	60	178	1,144	1,272	496
Oregon	746	894	2,918	1,210	726
Pennsylvania	104	712	1,800	1,253	456
Rhode Island	36	51	157	19	28
South Carolina	28	712	2,198	1,001	324
South Dakota	150	20	377	154	72
Tennessee	13	403	1,063	894	326
Texas	888	2,036	4,810	5,007	477
Utah	129	442	906	963	242
Vermont	9	139	1,210	170	200
Virginia	98	351	1,928	715	147
Washington	139	113	705	356	213
West Virginia	90	105	1,099	372	403
Wisconsin	152	157	939	144	29
Wyoming	34	5	88	120	5
Dist. of Columbia	10	21	380	259	5
Puerto Rico	29	2,457	516	371	185
American Samoa	-0-	-0-	56	75	-0-
Guam	10	41	13	5	-0-
No. Mariana Is.	)	)	)	)	)
Trust Territory	) -0-	) 70	) 2	) 1	) -0-
Virgin Islands	12	-0-	58	-0-	-0-
Source: Dept. of Education	**50 States w/2,172,411 participants**	**50 States w/2,172,411 participants**	**57 States**	**57 States**	**55 States w/1,668,800 participants**
	96.0%	**96.0%**	**100%**	**100%**	**73.8%**
	.6%	1.6%	5.2%	3.3%	1.7%

Table 13
Number of Participants Leaving the Program and Their Reasons
FY 1981

State or Territory	Completed their objectives	Left program before completing objectives because of —										Total Number of Participants Who Left Program
		Health prob.	Day care prob.	Trans. prob.	Family prob.	Location of class*	Lack of interest	Time schedule	Changed address	Other known reasons	Unknown reasons	
Total:	271,518	32,325	28,781	35,702	36,196	3,392	58,173	31,019	18,889	183,826	203,149	900,970
%/Total Participants	12.0	1.4	1.3	1.6	1.6		2.5	1.4		8.1	9.0	
Alabama	7,655	374	251	862	406	183	1,190	405	1,125	4,605	4,681	21,739
Alaska	921	51	136	67	77	N/A	111	44	N/A	1,511	1,511	4,429
Arizona	1,661	156	202	865	605	N/A	108	479	596	5,050	641	10,363
Arkansas	1,431	138	56	93	78	11	270	39	220	282	280	2,896
California	11,671	6,646	10,035	9,467	9,467	N/A	5,946	7,412	N/A	32,890	32,890	126,433
Colorado	248	106	129	176	177	N/A	275	119	N/A	569	891	2,688
Connecticut	4,647	334	204	335	308	11	322	311	422	760	1,570	9,244
Delaware	38	16	19	35	27	N/A	43	12	N/A	222	33	445
Florida	43,628	3,064	3,519	4,358	2,250	N/A	8,768	2,475	N/A	17,885	34,781	120,728
Georgia	20,473	1,030	1,020	1,251	856	252	1,488	649	1,912	3,846	3,533	36,310
Hawaii	176	129	143	159	159	N/A	101	163	N/A	666	2,082	3,778
Idaho	6,835	93	50	35	67	23	169	602	558	1,519	773	10,724
Illinois	8,880	1,854	268	304	1,504	N/A	1,566	806	N/A	700	1,894	17,576
Indiana	3,285	419	337	461	470	N/A	884	234	N/A	2,409	1,438	9,937
Iowa	5,864	405	211	209	240	30	916	173	1,098	1,282	2,302	12,730
Kansas	5,594	128	81	187	347	99	734	126	854	244	953	9,347
Kentucky	8,552	270	256	204	282	119	1,013	298	712	12,795	1,626	26,127
Louisiana	2,260	242	182	268	294	5	986	74	360	756	1,154	6,581
Maine	1,478	110	31	56	62	1	159	38	168	556	329	2,988
Maryland	1,222	320	200	337	220	N/A	534	538	N/A	2,150	1,854	7,375
Massachusetts	1,447	590	380	273	641	281	90	200	222	2,498	388	7,010
Michigan	9,993	1,507	890	1,389	1,513	399	1,618	2,244	770	2,353	3,711	26,387
Minnesota	6,815	388	273	156	221	36	719	240	843	972	693	11,356
Mississippi	3,570	244	279	469	292	86	323	196	469	273	783	6,964
Missouri	19,896	401	-0-	-0-	1,521	79	3,002	291	1,858	5,786	2,131	34,965
Montana	1,782	86	22	37	69	15	194	43	179	113	285	2,825
Nebraska	2,479	84	85	122	106	27	198	111	282	582	311	4,387
Nevada	1,661	16	14	26	89	6	88	420	179	-0-	333	2,832
New Hampshire	943	59	28	77	111	21	217	63	149	177	163	2,008
New Jersey	10,216	844	572	959	1,246	263	1,614	497	N/A	6,134	26,868	49,213
New Mexico	7,796	211	398	615	234	107	400	118	N/A	598	1,102	11,579
New York	2,813	1,863	1,002	1,267	1,768	N/A	1,942	1,017	N/A	7,641	7,334	26,647
North Carolina	1,538	766	483	850	957	N/A	1,072	1,379	N/A	2,354	2,355	11,754
North Dakota	248	38	29	59	18	N/A	107	2	N/A	321	139	962
Ohio	3,379	1,206	1,095	1,153	1,506	N/A	2,609	1,133	N/A	2,620	2,628	17,329
Oklahoma	3,642	219	223	181	294	173	691	91	N/A	682	725	6,921
Oregon	5,601	330	227	302	552	123	1,094	359	601	8,228	6,407	23,824
Pennsylvania	1,248	690	365	473	547	N/A	2,164	540	624	13,579	3,837	24,067
Rhode Island	1,231	111	56	178	114	N/A	84	197	351	3,086	1,049	6,457
South Carolina	8,534	1,124	920	1,123	1,145	292	2,667	426	1,681	8,188	7,977	34,077
South Dakota	1,292	50	61	122	85	4	206	37	180	71	291	2,399
Tennessee	2,301	475	224	317	284	128	808	265	363	1,275	1,127	7,627
Texas	10,059	2,185	1,766	2,790	2,199	N/A	3,676	4,181	N/A	10,231	19,220	56,307
Utah	1,443	176	171	440	210	N/A	910	134	N/A	404	2,026	5,914
Vermont	752	94	28	49	95	4	5	27	479	431	81	2,045
Virginia	2,036	589	454	598	842	211	932	236	1,247	5,460	5,269	17,874
Washington	3,727	253	244	327	278	28	351	259	351	912	1,898	8,628
West Virginia	8,041	352	344	481	395	368	617	688	N/A	2,772	1,003	15,061
Wisconsin	3,420	459	269	403	508	N/A	648	350	N/A	3,436	4,775	14,268
Wyoming	134	21	22	23	23	N/A	97	22	N/A	537	347	1,226
Dist. of Columbia	2,697	471	139	104	92	-0-	611	54	-0-	410	1,733	6,311
Puerto Rico	506	425	246	337	270	N/A	687	134	N/A	613	538	3,756
American Samoa	382	25	30	10	5	15	55	10	8	6	20	566
Guam	19	10	11	17	5	N/A	36	27	N/A	176	176	477
No. Mariana Is.	)	)	)	)	)	)	)	)	)	)	)	)
Trust Territory	) 0	) 5	) 16	) 146	) 37	) N/A	) 37	) 25	) N/A	) 210	) 210	) 686
Virgin Islands	3,500	73	85	91	28	12	21	5	8	-0-	-0-	3,823

Source: Dept. of Education

Incomplete data

*No comparable data for 1980

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"That one man should die ignorant who had the capacity to learn, this I call tragedy."—Thomas Carlyle

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